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AUTHOR Valentine, Ivan E.; And Others
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ABSTRACT

This study intended to determine perceptions about the administrative tasks and responsibility that should be held by local directors of vocational education in area vocational schools and community/junior colleges in Colorado, and then to develop typical job descriptions. To collect data, a survey questionnaire utilizing a Likert-type scale with five responses was developed. Using a modified four-round Delphi research method, three rounds of data were collected from appropriate (1) local vocational school directors and their superintendents, and (2) community/four year college deans/directors of occupational education and their presidents, with 100% participation maintained in both groups of respondents. Tabulated responses showed the number and kind of tasks for which strong agreement existed on the mode and degree of responsibility for task completion. Local area vocational school directors were found to have more tasks (198) than local college directors (184). Job descriptions and specifications were developed into a position guide format. These generalities then provide a defensible basis for development and evaluation of professional growth plans and selection of local directors, for evaluation of current organizational patterns and overall operation of vocational education, for appropriate and efficient use of local directors by state boards, and for curriculum development in teacher education. (Instruments used are included, as are extensive tables of findings.) (CP)

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FINAL REPORT

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ROLE CLARIFICATION AND DETERMINATION OF THE RESPONSIBILITIES FOR ADMINISTRATIVE TASKS PERFORMED BY LOCAL VOCATIONAL ADMINISTRATORS IN COLORADO

Ivan E. Valentine
M. Earl Bowick
Co-Directors

James C. Hall
Research Assistant

Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80523

Contracted With
Colorado State Board
for Community Colleges and Occupational Education
201 State Services Building
Denver, Colorado 80203

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FINAL REPORT

ROLE CLARIFICATION AND DETERMINATION OF THE RESPONSIBILITIES
FOR ADMINISTRATIVE TASKS PERFORMED
BY LOCAL VOCATIONAL ADMINISTRATORS IN COLORADO

Research project #11-1974-4103, State ID #4589-3, known herein as "Role Clarification and Determination of the Responsibilities for Administrative Tasks Performed by Local Vocational Administrators in Colorado" consists of two parts entitled as follows:

Part I -- The Perceptions of Tasks and Responsibilities, and Resultant Job Specifications, of Local Directors of Vocational Education in Colorado Area Vocational Schools and Community Colleges

Part II -- The Perceptions of Tasks and Responsibilities, and Resultant Job Specifications, of Local Directors of Vocational Education in Colorado Secondary Public Schools.

This project and report completes the objectives of Part I only.

ACKNOWLEDGEMENTS

The research team wishes to give its most sincere thank you to the participants of this study. The questionnaires were lengthy, difficult, and repetitive. Each participant demonstrated the highest professional commitment in seeing this study through to its conclusion.

We also wish to thank the advisory committee. Their input, guidance, and insight enhanced key elements of this study. Without them, the final results of this study would have been diminished.

Further, we wish to acknowledge the leadership and initiative of the Colorado Council of Local Administrators and the SBCCOE. Their encouragement, support, and advice were fundamental to the conceptualization and completion of this study.

And finally, we extend a very special thanks to Ms. Connie Mondragon. Her professional skill, helpful suggestions, and constant good humor helped make this study a positive effort.

Ivan E. Valentine — Project Co-Director
Dr. Ivan E. Valentine

Earl Bowick — Project Co-Director
Dr. H. Earl Bowick

James E. Hall — Research Assistant
Mr. James E. Hall

PREFACE

Part I -- The Perceptions of Tasks and Responsibilities, and Resultant Job Specifications, of Local Directors of Vocational Education in Colorado Area Vocational Schools and Community Colleges.

Summary

The purpose of this study was to determine what should be the role and the intensity of responsibilities for administrative tasks performed by local directors of vocational education in various area vocational schools and community/four-year colleges offering vocational-technical education in Colorado.

The first objective of the study was to determine the perceptions about the administrative tasks and responsibility that should be held by the local director of vocational education in area vocational schools--including those area vocational schools operating under the direction of a BOCES, a school district, a group of school districts, or those known as "independent."

The second objective was to determine the perceptions about the administrative tasks and responsibility that should be held by the local director of vocational education in community-junior colleges and four-year colleges offering vocational-technical education.

The third objective was to develop a typical job description and job specification for both the local director in various area vocational schools and the local director in community/four-year colleges.

A survey questionnaire was developed to collect the data. The questionnaire consisted of items divided into eight major sections and utilized a Likert-type scale with five possible responses.

A modified four-round Delphi research method was used and three rounds of data were collected. Prior to the first round of data collection, 70 percent of all appropriate area vocational school personnel and 88 percent of all appropriate community/four-year college personnel agreed to participate in the study. Throughout all three rounds of data collection, 100 percent participation was maintained in both groups of respondents.

The first questionnaire was developed with the assistance of an advisory committee made up of identified leaders in vocational education in Colorado. The first questionnaire was sent to all participants. The returned questionnaires were divided according to area vocational school and community/four-year college groups--the former group made up of local directors and the superintendent or BOCES/council chairperson to whom they reported, and the latter group was made up of deans/directors of occupational education and the presidents to whom they reported.

The second round of questionnaires was developed from the tabulated responses of the first round of questionnaires. The second questionnaire was dissimilar for the area vocational school and community/four-year college groups.

The third round of questionnaires was developed from the tabulated responses of the second round questionnaires. The third questionnaire was dissimilar for the area vocational school and community/four-year college groups.

The responses from the third round of questionnaires were tabulated for analysis and evaluation.

Conclusions

Within the area vocational school group, 198 of the original 203 tasks were retained as tasks that should be held by the local director. All of the 198 tasks had strong agreement (67 percent or more) that the task should be held by the local director.

Of the 198 tasks, there was strong agreement (67 percent or more) about the mode of responsibility for task completion in 160 of the tasks. This was 81 percent of the tasks. Of the 160 tasks that had strong agreement, 80 were designated as primary responsibility (50 percent), 58 were designated as shared responsibility (36 percent), and 22 were designated as tasks assigned by the local directors to others (14 percent).

Within the community/four-year college group, 185 of the original 203 tasks were retained as tasks that should be held by the local director. Of the 185 tasks, 184 tasks had strong agreement (67 percent or more) that the task should be held by the local director.

Of the 185 tasks, there was strong agreement (67 percent or more) about the mode of responsibility for task completion in 155 of the tasks. This was 84 percent of the tasks. Of the 155 tasks that had strong agreement, 29 were designated as primary responsibility (19 percent), four were designated as tasks done solely by the local director (2 percent), 113 were designated as shared responsibility (73 percent), and nine were designated as tasks assigned by the local director to others (6 percent).

The local director in various area vocational schools was found to have 15 more tasks than the local director in community/four-year colleges. Further, the responsibility roles of the local director in various area vocational schools was significantly different from the responsibility roles of the community/four-year college local director.

In general, the local director in various area vocational schools should have:

1. To a large degree, a primary responsibility for task completion--that is, responsible directly to the governing board or council
2. To a moderate degree, a shared responsibility for task completion--that is, cooperatively works with others to complete tasks
3. To a small degree, tasks completed by others under his/her direction.

On the other hand, the local director in community/four-year colleges should have:

1. To a small degree, a primary responsibility for task completion--that is, responsible directly to the governing board or council (22 of these 29 tasks were in the professional relations functional cluster, and relate to the attitudes, activities, and management methods of the local director)
2. To a very small degree, a delegated responsibility for task completion--that is, accomplishes the task alone and is responsible to a higher administrator
3. To a very large degree, a shared responsibility for task completion--that is, cooperatively works with others to complete tasks
4. To a very small degree, tasks completed by others under his/her direction.

The job descriptions and job specifications for the local director in both the area vocational school sector and the community/four-year college sector were developed into a position guide format. This format contains position specifications and personal qualifications.

In general, the position guides for both the local directors in area vocational schools and community/four-year colleges are very similar. This is due, in large part to the commonality of tasks. Significant differences appear in the responsibility mode qualifiers that begin each key duty statement, and some differences appear in the area of authority lists.

The position guides were developed by evaluating the data base for each group under a rationale structure.

Recommendations

In all, it must be understood that the task listings, responsibility mode ratings for each task, and the position guides each represent generalities for a diverse group of local education agencies. Within the area vocational school sector, governance, funding systems, organization, and philosophy vary. Again, within the community/four-year college sector, the same variables are existent.

But within this general framework, there exists a defensible basis from which to:

1. Provide administrators and others a guideline to select, evaluate, and develop professional growth plans for local directors of vocational education
2. Provide administrators and others a guideline to evaluate current organizational patterns, responsibility-authority relationships, and the overall functional operation of vocational education
3. Provide the State Board for Community Colleges and Occupational Education a guideline from which to evaluate the appropriate and efficient uses of the local director in local education agencies
4. Provide teacher educators a guideline for curricula development and change.

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INTRODUCTION

The delivery of quality vocational education is a complex task that requires the efforts of many persons in various relationships. It is generally agreed that the local director of vocational education can and should play a primary role in that effort. Ultimately, the leadership, planning, directing, and evaluating processes implemented by the local director may be the most significant factors in an institution's success in providing quality vocational education.

In Colorado, the State Board for Community Colleges and Occupational Education has the responsibility for the administration and supervision of local vocational education. The State Board insures compliance with federal and state legislation and rules, and administers appropriated vocational education funds. The local director, then, acts on behalf of the State Board to insure and administer State Board policies and provisions.

But, the local director also acts on behalf of the institution, the faculty, and the students within the context of the stated mission and goals of the institution. Herein lies the potential for conflict, misunderstanding, and frustration--for the local director, for State Board personnel, and for others in the local institution.

Because the local director plays an important role in the delivery of vocational education, and because the implementation of that role can create conflicts, a clear definition of the role and responsibilities of the local director is necessary. Further, a clear tasks listing, job description, and job specification are required in order to understand the duties and responsibilities of the local director.

Area vocational schools in Colorado are a varied group. Some are "independent" or stand-alone, some are operated by a BOCES, some are operated by a school district, and others are operated by a group of school districts.

Community/junior colleges in Colorado can be separated into state system institutions and local district institutions--each funded in separate and distinct manners. Four-year colleges that offer vocational-technical education can also be added to this group.

Thus, within the wide variance of institutional types, funding and governance as well as unique institutional differences, the role and responsibility of the local director can easily be unclear.

One source of data that can be used to examine the role and responsibilities of the local director for vocational education is the perceptions held by the local directors and the person(s) to whom they are responsible for administrative task completion.

Statement of the Problem

The problem in this study was to determine the role and responsibilities for administrative tasks performed by local directors of vocational education in various area vocational schools and community/four-year colleges offering vocational-technical education in Colorado.

Objectives

The major objectives of this study were:

1. To determine the perceptions of local directors in various area vocational schools and of the superintendent or BOCES/council chairperson to whom they reported as to the administrative tasks and responsibilities that should be held by the local director
2. To determine the perceptions of local directors in community and four-year colleges and of the presidents to whom they reported as to the administrative tasks and responsibilities that should be held by the local director
3. To develop a typical job description and job specification for both the local director in an area vocational school and the local director in a community college.

Assumptions

The following assumptions were made in respect to this study:

1. The perceptions of the local directors and the persons to whom they reported are essential elements in the development of task lists, job descriptions, and job specifications
2. There is a need for clear job descriptions and job specifications for local directors
3. The instruments used in this study are valid and reliable
4. The responses of all participants will be held in strict confidence by the researchers
5. The respondents have reacted freely and honestly, and the data reflects their current perceptions.

Delimitations

The following delimitations apply to this study:

1. This study was restricted to the State of Colorado
2. The population surveyed in this study consisted of all identifiable credentialed local directors in various area vocational schools and the superintendents or BOCES/council chairpersons to whom they reported, and all identifiable credentialed local directors in community/four-year colleges and the presidents to whom they reported

Significance

This study should assist State Board personnel in classifying local directors for possible reimbursement rates based on the institution's use of the local director. Further, such classification of local directors may provide a framework for greater refinement of credentialing guidelines.

This study should also aid individual institutions in selecting and evaluating local directors, in planning professional development for the local director, in possible reorganization of the administrative team, and in improving the management by objectives process.

Finally, this study may provide information to those who evaluate and revise curricula that prepare local directors for employment.

METHODS

Advisory Committee

A state-wide advisory committee was selected to provide input for the design of the first-round questionnaire (see Appendix A for the advisory committee membership, letters, and agenda). The committee was selected on the basis of experience, geography, a known interest in the problem, and recognized leadership in vocational education.

Instrument Design

A preliminary questionnaire was developed through and based on a search of the literature. It was found that previous researchers have developed task listings for local directors of vocational education that range from several general statements to hundreds of precise task statements. No researcher was found to have investigated the roles, responsibility relationships, or modes of task completion for the local director. The preliminary questionnaire was derived by synthesizing various task listings into one model task listing with the tasks divided into seven functional clusters.

The advisory committee met to evaluate the preliminary questionnaire. Each task in each functional cluster was examined and discussed. The advisory committee input produced some word changes, the addition of several tasks, and most significantly, the creation of an entirely new functional cluster with many new tasks. This cluster was labeled "Professional Relations."

This new functional cluster can best be described as a grouping of attitudes about processes of and philosophies concerning vocational education and personnel management. While it can be argued that the "tasks" within this new functional cluster are not tasks in the strict sense, both the advisory committee members and the research team agreed that these were key elements in describing the local director.

Following the advisory committee input, the revised questionnaire was given to a selected jury of experts (see Appendix B). The jury of experts examined the questionnaire for clarity and usability.

After the jury of experts examination, the first-round questionnaire was finalized for distribution to all members of the study population. The first-round questionnaire contained 203 separate task statements. These tasks were grouped into eight functional clusters. They were:

Section I -------- Business and Financial Management
Section II ------- Facilities and Equipment
Section III ------ Program Planning, Development, and Evaluation

Section IV ------- Instructional Management
Section V -------- Student Services
Section VI ------- Personnel Management
Section VII ------ Community-School Relations
Section VIII ----- Professional Relations.

Each functional cluster was followed by spaces that allowed for the addition of other tasks by any participant.

The format of the questionnaire was based on a Likert-type, five-response scale. All sections permitted responses of -- no responsibility, delegated responsibility that he/she assigns to others, delegated responsibility that is shared with others, delegated responsibility, and primary responsibility.

Participants were to rate each task according to their perceptions of whether it should be a task (rating of "no responsibility" if not), and if so, what should be the responsibility relationship of the local director for task completion. The definitions at the beginning of the questionnaire for the five possible responses were:

1. Should have no responsibility -- Should have no responsibility for task completion, but may provide data or input to others that do
2. Should have delegated responsibility that he/she assigns to others -- Should have delegated responsibility that is accountable to a higher administrator, but assigns the responsibility for task completion to others, such as assistants, instructors, etc.
3. Should have delegated responsibility that is shared with others -- Should have delegated responsibility that is jointly, along with others, accountable to a higher administrator for task completion
4. Should have delegated responsibility -- Should have delegated responsibility that is accountable to a higher administrator for task completion
5. Should have primary responsibility -- Should have primary or final responsibility that is accountable only to governing boards or councils for task completion.

The first-round questionnaire was accompanied by a detailed letter of explanation as well as having instructions and definitions at the beginning of the questionnaire. The end of the questionnaire was coded for processing purposes. A copy of the first-round questionnaire and cover letter appears in Appendix D.

Population

The population used in this study consisted of:

1. All credentialed local directors in "independent" area vocational schools, BOCES operated area vocational schools, school district operated area vocational schools, and multiple school district operated area vocational schools
2. The superintendents or BOCES/council chairpersons to whom the above local directors reported
3. All credentialed local directors in state community colleges, local district community/junior colleges, and four-year colleges that offer vocational-technical education
4. All presidents of state community colleges, local district community/junior colleges, and four-year colleges that offer vocational-technical education.

A listing of these participants revealed that the total population consisted of 14 local directors in various area vocational schools, nine superintendents or BOCES/council chairpersons of various area vocational schools, 27 local directors in community/four-year colleges, and 13 presidents of community/four-year colleges.

Of the 23 area vocational school personnel in the study population, 16 consented to participate. This was approximately 70 percent of the area vocational school subpopulation. Throughout the three rounds of instrumentation, these 16 participants remained in the study and returned completed and usable questionnaires. This was a 100 percent maintenance of this subpopulation of the study.

Of the 40 community/four-year college personnel in the study population, 35 consented to participate. This was approximately 88 percent of the community/four-year college subpopulation. Throughout the three rounds of instrumentation, these 35 participants remained in the study and returned completed and usable questionnaires. This was a 100 percent maintenance of this subpopulation of the study.

Delphi Technique

A modified four-round Delphi technique was used to gather the data.

The Delphi technique was selected in order to enhance the validity of "perceptions" type data. A single mailed questionnaire that gathers perceptions may or may not always elicit true perceptions. Elements of momentary feelings, less than clear understanding of the directions and questions, the absence of time to reflect on the responses, and the absence of input from others that may clarify a perception can each and all mitigate against the validity of collected data.

An interview type process can remove some of the above problems, but can also add the problem of "interviewer" bias and influence.

A group or Dacum process can remove most of the above problems, but can also add the problems of "group leader" influence and loss of anonymity for the participant.

The Delphi technique intends to remove many of these external validity problems in several ways. The problems of the single questionnaire are lessened by using three or four rounds of questionnaires. After the first round, subsequent questionnaires contain interim "feedback" data. Essentially, each participant knows the concensus of the group at that time. The participant is asked the same question more than once, has reflection time, has a greater opportunity to understand the process through repetition, and can change his/her mind in private.

Another feature of the Delphi technique is the gathering and feedback of "minority opinions." Thus, if a participant feels strongly in opposition to the concensus, he/she may write his/her concerns. The minority opinions are then synthesized by the researcher and fed back to the participants on the final round of instrumentation.

Thus, in this study, the Delphi technique was used to improve the external validity of the data.

A search of the literature was used to develop a preliminary questionnaire. An advisory committee was used for further input and modification of the preliminary questionnaire. A jury of experts was used to evaluate the finalized questionnaire. This produced the first questionnaire. This activity comprised the first round of the modified four-round Delphi technique.

During this time, the study population was identified. The population was sent a letter explaining the purpose of the study, the methods of the study, and a commitment form (see Appendix C). The commitment form asked the population to indicate its willingness and agreement to participate in the study. Approximately 70 percent of the area vocational school personnel in the study population returned commitment forms with an agreement to participate in the study. Approximately 88 percent of the community/four-year college personnel in the study population returned commitment forms with an agreement to participate in the study.

Following the return of the commitment forms, 51 questionnaires were sent to the study participants. After necessary follow-up contacts, 51 questionnaires were returned. This first round of instrumentation completed the second round of the modified four-round Delphi technique.

The responses from the area vocational school participants (N = 16) were numerically analyzed. This analysis provided the basis from which to generate a second questionnaire for the area vocational school subpopulation only.

The responses from the community/four-year college participants (N = 35) were numerically analyzed. This analysis provided the basis from which to generate a second questionnaire for the community/four-year college subpopulation only.

The second questionnaire for both subpopulations was designed in the same format as the first questionnaire with three exceptions. The blank spaces for task additions were omitted; a page for "minority

opinions" was added to the end of the questionnaire, and the Likert-type five-response scale contained the numerical analysis of the responses from the first questionnaire for the appropriate subpopulation. Thus, the second questionnaire for the area vocational school subpopulation contained the numerical analysis from the first questionnaire responses for that subpopulation. And the second questionnaire for the community/four-year college subpopulation contained the numerical analysis from the first questionnaire responses for that subpopulation. All numerical data were displayed in the response scale of the second questionnaire in the form of percentages of responses of the subpopulation for each task in the questionnaire.

The second questionnaire for the area vocational school subpopulation and a cover letter were sent to the 16 participants in the subpopulation (see Appendix E), and the second questionnaire for the community/four-year college subpopulation and a cover letter were sent to the 35 participants in that subpopulation (see Appendix F).

After necessary follow-up contacts, 51 questionnaires were returned. This second round of instrumentation completed the third round of the modified four-round Delphi technique.

The responses from the area vocational school participants were numerically analyzed. Again, this analysis provided the basis from which to generate a third questionnaire for that subpopulation only.

The responses from the community/four-year college participants were analyzed. Again, this analysis provided the basis from which to generate a third questionnaire for that subpopulation only.

The "minority opinions" that were written by the participants in each subpopulation were independently synthesized into general statements about the task in question.

The third questionnaire for both subpopulations was designed in the same format as the second questionnaire with two exceptions. The page for "minority opinions" at the end of the questionnaire was omitted and the "minority opinions" were printed in the questionnaires after the functional cluster that contained the task in question. Again, the numerical data were displayed in the response scale in the form of percentages of responses of the subpopulation for each task in the questionnaire.

The third questionnaire for the area vocational school subpopulation and a cover letter were sent to the 16 participants in that subpopulation (see Appendix G), and the third questionnaire for the community/four-year college subpopulation and a cover letter were sent to the 35 participants in that subpopulation (see Appendix H).

After the necessary follow-up contacts, 51 questionnaires were returned. This third round of instrumentation completed the fourth round of the modified four-round Delphi technique.

Data Analysis

The data from the three rounds of instrumentation were all analyzed with simple numerical methods. The data from the first and second questionnaires were analyzed for feedback on the second and third questionnaires. The data from the third questionnaire were used for final analyses that appear in later tables of this report.

In all rounds of data analysis, the responses from the area vocational school sub-population were kept separate from the responses of the community/four-year college subpopulation.

In each round of data analysis, the responses of each subpopulation were separately compiled in each of the five response categories for each task. Then, these tabulations were converted to percentages of the subpopulation N total. The percentages of each response category for each task were then fed back to the participants in the appropriate subpopulation via the next round of questionnaires. Tables that appear later in this report display the percentages for responses in each category for each task from the third questionnaire for each subpopulation.

The first questionnaire contained blank spaces for the addition of tasks by the participants. No participant in either subpopulation added any new tasks.

Tasks were deleted from the second and third rounds of instrumentation for both subpopulations. The criterion for task deletion was that the response category "no responsibility" received more responses than any of the other four response categories for a task. In all, the area vocational school subpopulation deleted five of the original 203 tasks for a final total of 198 tasks in the final data pool. The community/four-year college subpopulation deleted 18 of the original 203 tasks for a final total of 185 tasks in the final data pool.

"Minority opinions" were provided by the participants in the second round of questionnaires. No participants in the area vocational school subpopulation wrote any "minority opinions." The community/four-year college subpopulation provided "minority opinions" about three tasks. These comments were synthesized into a common statement about each of the three tasks in question. The researchers gave great care not to delete key words of the original comments and to maintain the true meaning. The "minority opinion" statements were highlighted in the third questionnaire directly under the section that contained the task in question.

FINDINGS AND ANALYSIS

Overview

The local director of vocational education must fulfill a role of leadership in order to insure the delivery of quality vocational education. And this leadership role requires the skills of managing the often conflicting requirements and expectations of governing/regulating/coordinating agencies, the local education agency, the faculty, and students.

Some hold that the local director has and expects too much authority and responsibility. Some local directors feel that they have too much responsibility and not enough authority. Others relate that they are not sure what a local director should do or what the parameters of responsibility and authority should be.

This study was designed to determine the perceptions in regard to the role and responsibilities for administrative tasks that should be performed by local directors of vocational education in various area vocational schools and community/four-year colleges in Colorado.

This study was further designed to produce a logical framework from which to define a typical job description and job specification for local directors in various area vocational schools and for local directors in community/four-year colleges.

Statement of the Problem

The problem studied and researched in this report was twofold:

1. What are the perceptions of individuals of the role and responsibility for task completion that should be held by the local director for vocational education in various area vocational schools and community/four-year colleges?
2. What should be contained in typical job descriptions and job specifications for local directors of vocational education that are employed by various area vocational schools and community/four-year colleges?

The four groups involved in this study were:

1. Credentialed local directors of vocational education in "independent," BOCES operated, single school district, and multiple school district area vocational schools
2. Superintendents and BOCES/council chairpersons to whom the local directors in various area vocational schools reported

3. Credentialed local directors of vocational education in state community, local district community, and four-year colleges
4. Presidents to whom the local directors in community/four-year colleges reported.

The perceptions of these four groups were examined in relation to eight functional task clusters performed by local directors of vocational education. These task clusters were:

1. Business and financial management
2. Facilities and equipment
3. Program planning, development, and evaluation
4. Instructional management
5. Student services
6. Personnel management
7. Community-school relations
8. Professional relations.

Objectives

The major objectives of this study were:

1. To determine the perceptions of local directors in various area vocational schools and of the superintendents and BOCES/council chairpersons to whom they reported as to the tasks and responsibility relationships that should be performed by the local director
2. To determine the perceptions of local directors in community/four-year colleges and of the presidents to whom they reported as to the tasks and responsibility relationships that should be performed by the local directors
3. To develop typical job descriptions and job specifications for both the local director in various area vocational schools and the local director in community/four-year colleges.

Findings -- Area Vocational School Subpopulation

The analysis of the data collected from the third round of questionnaires consisted of the generation of the percentages of responses in each of the five response categories for each task in each of the eight functional task clusters. This analysis was done separately for the area vocational school subpopulation (N = 16). The results of the analysis for the area vocational school subpopulation are presented in the following tables (Tables 1-24).

TABLE 1. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section I -- Business and Financial Management (Question 1).

1. Prepare general fund, sponsored or special programs, or local budgets for vocational education, to include:	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. All personnel salaries	25.0	50.0	6.3	18.8	
b. Fixed costs	18.8	62.5		18.8	
c. Support costs	12.5	68.8		18.8	
d. Facility costs	12.5	62.5	6.3	18.8	
e. Capital	12.5	56.3	6.3	25.0	
f. Supplies		25.0	12.5	62.5	
g. Written narrative information	6.3	12.5	6.3	75.0	
h. Presentation of requests to appropriate committees	6.3	6.3	12.5	75.0	

Percentage totals do not equal 100 due to rounding.

TABLE 2. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section I -- Business and Financial Management (Question 2).

	LOCAL DIRECTORS SHOULD HAVE					
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
a. Allocate appropriations/funds within the institution		6.3	18.8		75.0	
b. Review budget requests with program personnel			12.5	6.3	81.3	
c. Allocate appropriations/funds for programs	6.3		25.0	6.3	62.5	
d. Approve expenditures for programs			6.3	12.5	81.3	
e. Regulate spending patterns for programs			18.8		81.3	

Percentage totals do not equal 100 due to rounding.

TABLE 3. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section I -- Business and Financial Management (Question 3).

	LOCAL DIRECTORS SHOULD HAVE				
3. Financial policy for vocational education, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Recommend changes in financial policies			18.8	6.3	75.0
b. Direct financial procedures and practices		6.3	18.8	6.3	68.8
c. Evaluate and change financial procedures and practices			31.3	6.3	62.5

Percentage totals do not equal 100 due to rounding.

TABLE 4. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section I -- Business and Financial Management (Question 4).

4. Financial operation for vocational education, to include:	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Direct practices and records for audits	12.5	12.5	56.3		18.8
b. Direct procedures for student accounting		12.5	75.0		12.5
c. Analyze program operation costs			18.8		81.3
d. Prepare long-range budget plans			18.8		81.3
e. Provide budget information to staff		6.3	12.5		81.3
f. Provide budget information to the community	6.3	6.3	6.3	6.3	75.0
g. Determine insurance needs and costs	31.3	6.3	50.0		12.5
h. Locate alternative sources of funding	6.3		25.0		68.8

Percentage totals do not equal 100 due to rounding.

TABLE 5. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section II -- Facilities and Equipment (Question 1).

	LOCAL DIRECTORS SHOULD HAVE				
1. Facility development for vocational education, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Conduct facility needs assessments		6.3	25.0		68.8
b. Conduct facility feasibility assessments			31.3		68.8
c. Prepare specifications for new facilities			87.5		12.5
d. Prepare specifications for facility additions		6.3	81.3		12.5
e. Prepare specifications for facility changes		6.3	81.3		12.5
f. Oversee architectural planning	12.5	6.3	25.0	6.3	50.0
g. Analyze and accept equipment bids for programs		6.3	75.0		18.8
h. Purchase new equipment and furnishings for programs		50.0	12.5		37.5
i. Determine that all legal/extra-legal rules are met	12.5		6.3	6.3	75.0

Percentage totals do not equal 100 due to rounding.

TABLE 6. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section II -- Facilities and Equipment (Question 2).

2. Facility operation for vocational education, to include:	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
a. Direct use of facility for programs				6.3	93.8	
b. Direct an equipment/supply inventory system		62.5	12.5	6.3	18.8	
c. Direct a maintenance/repair program for facilities		18.8	68.8		12.5	
d. Direct a maintenance/repair program for program equipment		18.8	68.8		12.5	
e. Direct a building security program	25.0	37.5	25.0		12.5	
f. Direct procedures and practices for safety in programs		6.3	50.0	6.3	37.5	
g. Analyze accidents for improvement of safety procedures	6.3	62.5	12.5		18.8	
h. Direct procedures for emergencies		37.5	25.0		37.5	
i. Schedule public use of facilities		68.8	12.5		18.8	
j. Evaluate facility operation			56.3	6.3	37.5	
k. Prepare long-range facility plans for programs			25.0	6.3	68.8	
l. Prepare long-range equipment plans for programs			25.0	6.3	68.8	
m. Insure conservation of energy in facilities			87.5		12.5	
n. Secure leased and rented facilities	6.3		37.5		56.3	
o. Recommend changes in facility policies			25.0	6.3	68.8	

Percentage totals do not equal 100 due to rounding.

TABLE 7. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section III -- Program Planning, Development, and Evaluation (Question 1).

1. Vocational program planning, to include:	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Direct business/industry needs assessments for programs		12.5	68.8		18.8
b. Direct student interest assessments for programs	6.3	25.0	50.0	6.3	12.5
c. Evaluate local, state, and national manpower needs data			81.3	6.3	12.5
d. Direct use of occupational task analysis studies		50.0	25.0		25.0
e. Use community business/industry persons in planning			18.8		81.3
f. Use state office personnel in planning			12.5	6.3	81.3

Percentage totals do not equal 100 due to rounding.

TABLE 8. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section III -- Program Planning, Development, and Evaluation (Question 2).

2. Vocational program development, to include:	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Direct identification of job entry tasks	75.0	6.3		18.8	
b. Direct curriculum design	62.5	6.3	6.3	25.0	
c. Direct selection of instructional materials	68.8	6.3	6.3	18.8	
d. Determine program equipment/furnishing needs	68.8	6.3	6.3	18.8	
e. Determine program facility needs		81.3	6.3	12.5	
f. Insure application of all regulations to program design	6.3	12.5		81.3	
g. Insure application of other legislative rules (CETA, etc.)	6.3	12.5	6.3	75.0	
h. Utilize state office and other personnel in program design		12.5		87.5	
i. Direct program procedures and practices		18.8	6.3	75.0	
j. Determine student selection criteria		81.3	6.3	12.5	
k. Direct program proposals		12.5		87.5	
l. Present program proposals to governing agencies		12.5		87.5	
m. Locate sources of operational funding		18.8		81.3	

Percentage totals do not equal 100 due to rounding.

TABLE 9. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section III -- Program Planning, Development, and Evaluation (Question 3).

	LOCAL DIRECTORS SHOULD HAVE					
3. Vocational program evaluation, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
a. Direct program evaluation procedures and practices		6.3	25.0		68.8	
b. Determine program effectiveness based on objectives			75.0		25.0	
c. Direct student placement and follow up	6.3	31.3	43.8		18.8	
d. Direct employer follow up		37.5	43.8		18.8	
e. Utilize state office and other personnel for evaluation		6.3	75.0		18.8	
f. Direct research for program revision			75.0	6.3	18.8	
g. Present program revision/closure proposals			68.8	6.3	25.0	
h. Recommend changes in program policies			75.0		25.0	

Percentage totals do not equal 100 due to rounding.

TABLE 10. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section IV -- Instructional Management (Question 1).

1. Vocational program procedures, to include:	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
a. Direct student testing and grading practices		68.8	12.5	6.3	12.5	
b. Direct student records procedures		68.8	12.5	6.3	12.5	
c. Direct student rules of conduct and behavior		68.8	18.8		12.5	
d. Direct student graduation criteria		68.8	18.8		12.5	
e. Insure adherence to FTE guidelines		6.3	12.5		81.3	
f. Direct procedures for program accountability		6.3	18.8		75.0	
g. Direct program articulation	6.3		18.8		75.0	

Percentage totals do not equal 100 due to rounding.

TABLE 11. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section IV -- Instructional Management (Question 2).

2. Vocational program operations, to include:	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Direct validation of curriculum and revisions	6.3	12.5	12.5		68.8
b. Promote use of program advisory committees		6.3	18.8	6.3	68.8
c. Direct supplemental/remedial support programs		6.3	81.3		12.5
d. Direct and promote youth group/club activities		81.3	6.3		12.5
e. Direct and promote student field trips		81.3	6.3		12.5
f. Direct and promote cooperative education programs	6.3	12.5	62.5	6.3	12.5
g. Direct student transportation	6.3	68.8	6.3	6.3	12.5
h. Determine minimum/maximum class enrollments			31.3		68.8
i. Direct out-of-sequence classes as needed		68.8	12.5	6.3	12.5
j. Direct evening adult vocational education programs		75.0	6.3	6.3	12.5
k. Provide special needs for ethnic minorities		12.5	75.0		12.5
l. Provide special needs for handicapped/disadvantaged			87.5		12.5
m. Promote the elimination of sexual bias		12.5	75.0		12.5
n. Insure adherence to copyright laws		62.5	25.0		12.5

Percentage totals do not equal 100 due to rounding.

TABLE 12. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section IV -- Instructional Management (Question 3).

3. Vocational program supervision, to include:	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
a. Coordinate programs within institutional objectives	6.3	6.3	12.5		75.0	
b. Direct preparation of class schedules		25.0	12.5		62.5	
c. Direct preparation of facility usage schedules		37.5	6.3	6.3	50.0	
d. Direct selection of instructional materials		62.5		12.5	25.0	
e. Provide guidance in the selection of instructional strategies		75.0		6.3	18.8	
f. Direct a student learning resource center		75.0		12.5	12.5	
g. Direct recordkeeping procedures		68.8	6.3	6.3	18.8	
h. Visit classrooms/shops during class time			37.5	6.3	56.3	
i. Serve as liaison between outside agencies and personnel		6.3	18.8	6.3	68.8	
j. Recommend changes in instructional policies		6.3	37.5		56.3	

Percentage totals do not equal 100 due to rounding.

TABLE 13. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section V -- Student Services (Question 1).

	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
1. Vocational student entrance, to include:						
a. Administer student recruitment	12.5	75.0			12.5	
b. Administer student selection	6.3	81.3			12.5	
c. Administer student admissions	6.3	81.3			12.5	
d. Administer student orientation	6.3	81.3			12.5	
e. Administer student financial aid programs	6.3	81.3			12.5	
f. Administer student work study programs	6.3	75.0	6.3		12.5	
g. Administer the provision of guidance and testing	6.3	75.0	6.3		12.5	
h. Administer procedures for student records	6.3	75.0	6.3		12.5	

Percentage totals do not equal 100 due to rounding.

TABLE 14. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section V -- Student Services (Question 2).

	LOCAL DIRECTORS SHOULD HAVE				
2. Vocational student welfare, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Provide a student handbook		75.0	12.5		12.5
b. Insure adherence to student records privacy act	6.3	75.0	6.3		12.5
c. Direct procedures to insure student safety and health	6.3	68.8	6.3	6.3	12.5
d. Direct procedures to hear student grievances	6.3	75.0	6.3		12.5

Percentage totals do not equal 100 due to rounding.

TABLE 15. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section V -- Student Services (Question 3).

	LOCAL DIRECTORS SHOULD HAVE				
3. Vocational student exit, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Administer a job development program		75.0	6.3	6.3	12.5
b. Administer a job placement program		75.0	6.3	6.3	12.5
c. Administer an exit interview for drop-outs and graduates		75.0	6.3	6.3	12.5
d. Evaluate student services program			75.0		25.0
e. Recommend changes in student services policies			81.3	6.3	12.5

Percentage totals do not equal 100 due to rounding.

TABLE 16. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section VI -- Personnel Management (Question 1).

	LOCAL DIRECTORS SHOULD HAVE				
1. Vocational personnel management, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Recruit personnel			56.3	6.3	37.5
b. Select personnel			62.5		37.5
c. Induct personnel			25.0		75.0
d. Prepare personnel job descriptions/specifications		6.3	18.8		75.0
e. Interpret benefit program to personnel		56.3	25.0		18.8
f. Implement manpower studies of personnel		12.5	56.3		31.3
g. Maintain affirmative action in hiring procedures			81.3		18.8
h. Recommend personnel for employment			75.0	6.3	18.8

Percentage totals do not equal 100 due to rounding.

TABLE 17. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section VI -- Personnel Management (Question 2).

	LOCAL DIRECTORS SHOULD HAVE				
2. Vocational personnel services, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Direct personnel grievance procedures			81.3	6.3	12.5
b. Participate in personnel grievance resolutions			81.3	6.3	12.5
c. Direct personnel in credential/certificate/license processes		50.0	12.5		37.5
d. Direct a personnel evaluation program			81.3		18.8
e. Negotiate personnel work loads	6.3		75.0	6.3	12.5
f. Negotiate personnel over loads	6.3		75.0	6.3	12.5
g. Supervise assigned classified staff		62.5	6.3	6.3	25.0
h. Approve and schedule personnel leaves, vacations, etc.			12.5	6.3	81.3
i. Maintain a personnel record/files systems		6.3	75.0		18.8
j. Recommend personnel renewals, non-renewals, etc.		6.3	12.5		81.3
k. Counsel personnel on professional matters		6.3	18.8		75.0
l. Conduct personnel meetings	6.3		18.8		75.0
m. Prepare personnel memos		6.3	62.5		31.3
n. Direct committee work		6.3	68.8		25.0
o. Provide a personnel handbook		6.3	81.3		12.5

Percentage totals do not equal 100 due to rounding.

TABLE 18. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section VI -- Personnel Management (Question 3).

3. Vocational personnel development, to include:	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
a. Provide a personnel learning resource center	12.5		75.0		12.5	
b. Direct professional development for personnel		18.8	31.3		50.0	
c. Provide personnel in-service training	6.3	6.3	68.8		18.8	
d. Approve professional travel for personnel	6.3		18.8		75.0	
e. Encourage personnel to join professional organizations		12.5	25.0		62.5	
f. Evaluate personnel procedures and practices	6.3		75.0	6.3	12.5	
g. Recommend changes in personnel policies	6.3		75.0	6.3	12.5	

Percentage totals do not equal 100 due to rounding.

TABLE 19. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section VII -- Community-School Relations (Question 1).

	LOCAL DIRECTORS SHOULD HAVE				
1. Community relations, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Promote use of program advisory committees			18.8		81.3
b. Participate in program advisory committees			81.3		18.8
c. Promote the local advisory council for vocational education			25.0		75.0
d. Participate in appropriate community groups and councils		6.3	6.3		87.5
e. Interact with community service organizations		6.3	18.8		75.0
f. Direct a recognition program for students and others		62.5	18.8		18.8
g. Meet with visitors			75.0		25.0
h. Evaluate and recommend changes in community relations policies			62.5		37.5

Percentage totals do not equal 100 due to rounding.

TABLE 20. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section VII -- Community-School Relations (Question 2).

2. School relations, to include:	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Support cooperative relationships between all school personnel		12.5			87.5
b. Support cooperative relationships among vocational personnel		12.5			87.5
c. Participate in shared governance processes		6.3		6.3	87.5
d. Participate in school-community functions				6.3	93.4
e. Develop cooperative arrangements with kindred agencies		6.3		6.3	87.5
f. Evaluate and recommend changes in school relations policies		18.8			81.3

Percentage totals do not equal 100 due to rounding.

TABLE 21. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section VII -- Community-School Relations (Question 3).

	LOCAL DIRECTORS SHOULD HAVE					
3. Public relations, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
a. Approve news releases about vocational matters to media		6.3	31.3		62.5	
b. Direct open houses and public displays		68.8	18.8		12.5	
c. Present speeches about vocational education to groups			50.0		50.0	
d. Prepare bulletins, flyers, and brochures about programs		68.8	12.5		18.8	
e. Prepare all vocational information in catalogs		68.8	12.5	6.3	12.5	
f. Visit with business and industry groups			43.8	6.3	50.0	
g. Evaluate and recommend changes in public relations policies			50.0		50.0	

Percentage totals do not equal 100 due to rounding.

TABLE 22. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section VIII -- Professional Relations (Question 1).

	LOCAL DIRECTORS SHOULD HAVE				
1. Professional practices, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Participate in professional organizations			6.3		93.8
b. Provide input for vocational education legislation		6.3			93.8
c. Develop professional relationships with other administrators		6.3			93.8
d. Develop professional relationships with state agencies			6.3		93.8
e. Use cooperative decision-making methods			12.5		87.5
f. Plan and evaluate with objective methods			12.5	6.3	81.3
g. Represent vocational education to agencies, groups, and others			18.8	6.3	75.0
h. Maintain ethical standards				12.5	87.5
i. Maintain professional conduct and appearance			12.5		87.5
j. Identify problems, select alternatives, and make decisions			6.3		93.8

Percentage totals do not equal 100 due to rounding.

TABLE 23. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section VIII -- Professional Relations (Question 2).

	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
2. Professional development, to include:						
a. Implement a personal professional growth plan		6.3			93.8	
b. Evaluate personal professional growth outcomes			6.3		93.8	
c. Develop effective human relations skills				6.3	93.8	
d. Know vocational materials, development, and legislations				6.3	93.8	

Percentage totals do not equal 100 due to rounding.

TABLE 24. Percentages of Responses in Each Response Category, Area Vocational School Subpopulation (N = 16), Section VIII -- Professional Relations (Question 3).

	LOCAL DIRECTORS SHOULD HAVE					
3. Professional attitudes, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
a. Concern with improving the conditions of life for others			12.5		87.5	
b. Believe that helping others to achieve goals is important		6.3			93.8	
c. Open to ideas of others		6.3			93.8	
d. Involve key persons in the decision-making process		6.3			93.8	
e. Will arbitrate conflict			12.5		87.5	
f. Will compromise			6.3	6.3	87.5	
g. Will assimilate life style into job				6.3	93.8	
h. Use capabilities of others in areas of their interest				6.3	93.8	
i. Use all resources to achieve objectives effectively				6.3	93.8	
j. Accept accountability for vocational education			12.5		87.5	

Percentage totals do not equal 100 due to rounding.

In order to establish a framework from which to analyze the findings shown in Tables 1 through 24, the following criteria were established:

1. Strong agreement -- 67 percent or more
2. No agreement -- less than 67 percent.

Further, for the sake of brevity, the five response categories were simply re-defined as:

1. None -- for no responsibility
2. Assigns -- for delegated responsibility that he/she assigns to others
3. Shared -- for delegated responsibility that is shared with others
4. Singular -- for delegated responsibility
5. Primary -- for primary responsibility.

Tables 25 through 32 illustrate each task in each of the eight functional clusters in terms of agreement of whether it should be a task and in terms of agreement about the mode of responsibility for task completion.

Task agreement percentages are shown as the percentage of the area vocational school subpopulation that did not respond "no responsibility," therefore agreeing that it should be a task. Responsibility mode agreement percentages are shown as the response that received the highest percentage of responses of those that agreed that the task should be held by the local director.

TABLE 25. Task and Responsibility Mode Agreement Levels, Area Vocational School Subpopulation (N = 16), Section I -- Business and Financial Management.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Prepare general fund, sponsored or special programs, or local budgets for vocational education, to include:					
a. All personnel salaries	75	Strong	Shared	67	Strong
b. Fixed costs	81	Strong	Shared	77	Strong
c. Support costs	87	Strong	Shared	79	Strong
d. Facility costs	87	Strong	Shared	71	Strong
e. Capital	87	Strong	Shared	64	No
f. Supplies	100	Strong	Primary	63	No
g. Written narrative information	94	Strong	Primary	80	Strong
h. Presentation of requests to appropriate committees	94	Strong	Primary	80	Strong
2. Administer general fund, sponsored or special programs, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution	100	Strong	Primary	75	Strong
b. Review budget requests with program personnel	100	Strong	Primary	81	Strong
c. Allocate appropriations/funds for programs	94	Strong	Primary	67	Strong
d. Approve expenditures for programs	100	Strong	Primary	81	Strong
e. Regulate spending patterns for programs	100	Strong	Primary	81	Strong
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies	100	Strong	Primary	75	Strong
b. Direct financial procedures and practices	100	Strong	Primary	69	Strong
c. Evaluate and change financial procedures and practices	100	Strong	Primary	63	No
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits	87	Strong	Shared	64	No
b. Direct procedures for student accounting	100	Strong	Shared	75	Strong
c. Analyze program operation costs	100	Strong	Primary	81	Strong
d. Prepare long-range budget plans	100	Strong	Primary	81	Strong
e. Provide budget information to staff	100	Strong	Primary	81	Strong
f. Provide budget information to the community	94	Strong	Primary	80	Strong
g. Determine insurance needs and costs	69	Strong	Shared	73	Strong
h. Locate alternative sources of funding	94	Strong	Primary	73	Strong

TABLE 26. Task and Responsibility Mode Agreement Levels, Area Vocational School Subpopulation (N = 16), Section II -- Facilities and Equipment.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessments	100	Strong	Primary	69	Strong
b. Conduct facility feasibility assessments	100	Strong	Primary	69	Strong
c. Prepare specifications for new facilities	100	Strong	Shared	88	Strong
d. Prepare specifications for facility additions	100	Strong	Shared	81	Strong
e. Prepare specifications for facility changes	100	Strong	Shared	81	Strong
f. Oversee architectural planning	87	Strong	Primary	57	No
g. Analyze and accept equipment bids for programs	100	Strong	Shared	75	Strong
h. Purchase new equipment and furnishings for programs	100	Strong	Assigns	60	No
i. Determine that all legal/extra-legal rules are met	87	Strong	Primary	86	Strong
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs	100	Strong	Primary	94	Strong
b. Direct an equipment/supply inventory system	100	Strong	Assigns	63	No
c. Direct a maintenance/repair program for facilities	100	Strong	Shared	69	Strong
d. Direct a maintenance/repair program for program equipment	100	Strong	Shared	69	Strong
e. Direct a building security program	75	Strong	Assigns	50	No
f. Direct procedures and practices for safety in programs	100	Strong	Shared	50	No
g. Analyze accidents for improvement of safety procedures	94	Strong	Assigns	67	Strong
h. Direct procedures for emergencies	100	Strong	Primary/ Assigns	38/ 38	No
i. Schedule public use of facilities	100	Strong	Assigns	69	Strong
j. Evaluate facility operation	100	Strong	Shared	56	No
k. Prepare long-range facility plans for programs	100	Strong	Primary	69	Strong
l. Prepare long-range equipment plans for programs	100	Strong	Primary	69	Strong
m. Insure conservation of energy in facilities	100	Strong	Shared	88	Strong
n. Secure leased and rented facilities	94	Strong	Primary	60	No
o. Recommend changes in facility policies	100	Strong	Primary	69	Strong

TABLE 27. Task and Responsibility Mode Agreement Levels, Area Vocational School Subpopulation (N = 16), Section III -- Program Planning, Development, and Evaluation.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Vocational program planning, to include:					
a. Direct business/industry needs assessments for programs	100	Strong	Shared	69	Strong
b. Direct student interest assessments for programs	94	Strong	Shared	53	No
c. Evaluate local, state, and national manpower needs data	100	Strong	Shared	81	Strong
d. Direct use of occupational task analysis studies	100	Strong	Assigns	50	No
e. Use community business/industry persons in planning	100	Strong	Primary	81	Strong
f. Use state office personnel in planning	100	Strong	Primary	81	Strong
2. Vocational program development, to include:					
a. Direct identification of job entry tasks	100	Strong	Assigns	75	Strong
b. Direct curriculum design	100	Strong	Assigns	63	No
c. Direct selection of instructional materials	100	Strong	Assigns	69	Strong
d. Determine program equipment/furnishing needs	100	Strong	Assigns	69	Strong
e. Determine program facility needs	100	Strong	Shared	81	Strong
f. Insure application of all regulations to program design	100	Strong	Primary	81	Strong
g. Insure application of other legislative rules (CETA, etc.)	100	Strong	Primary	75	Strong
h. Utilize state office and other personnel in program design	100	Strong	Primary	88	Strong
i. Direct program procedures and practices	100	Strong	Primary	75	Strong
j. Determine student selection criteria	100	Strong	Shared	81	Strong
k. Direct program proposals	100	Strong	Primary	88	Strong
l. Present program proposals to governing agencies	100	Strong	Primary	88	Strong
m. Locate sources of operational funding	100	Strong	Primary	81	Strong
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices	100	Strong	Primary	69	Strong
b. Determine program effectiveness based on objectives	100	Strong	Shared	75	Strong
c. Direct student placement and follow up	94	Strong	Shared	47	No
d. Direct employer follow up	100	Strong	Shared	44	No
e. Utilize state office and other personnel for evaluation	100	Strong	Shared	75	Strong
f. Direct research for program revision	100	Strong	Shared	75	Strong
g. Present program revision/closure proposals	100	Strong	Shared	69	Strong
h. Recommend changes in program policies	100	Strong	Shared	75	Strong

TABLE 28. Task and Responsibility Mode Agreement Levels, Area Vocational School Subpopulation (N = 16), Section IV -- Instructional Management.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices	100	Strong	Assigns	69	Strong
b. Direct student records procedures	100	Strong	Assigns	69	Strong
c. Direct student rules of conduct and behavior	100	Strong	Assigns	69	Strong
d. Direct student graduation criteria	100	Strong	Assigns	69	Strong
e. Insure adherence to FTE guidelines	100	Strong	Primary	81	Strong
f. Direct procedures for program accountability	100	Strong	Primary	75	Strong
g. Direct program articulation	94	Strong	Primary	80	Strong
2. Vocational program operations, to include:					
a. Direct validation of curriculum and revisions	94	Strong	Primary	73	Strong
b. Promote use of program advisory committees	100	Strong	Primary	69	Strong
c. Direct supplemental/remedial support programs	100	Strong	Shared	81	Strong
d. Direct and promote youth group/club activities	100	Strong	Assigns	81	Strong
e. Direct and promote student field trips	100	Strong	Assigns	81	Strong
f. Direct and promote cooperative education programs	94	Strong	Shared	67	Strong
g. Direct student transportation	94	Strong	Assigns	73	Strong
h. Determine minimum/maximum class enrollments	100	Strong	Primary	69	Strong
i. Direct out-of-sequence classes as needed	100	Strong	Assigns	69	Strong
j. Direct evening adult vocational education programs	100	Strong	Assigns	75	Strong
k. Provide special needs for ethnic minorities	100	Strong	Shared	75	Strong
l. Provide special needs for handicapped/disadvantaged	100	Strong	Shared	88	Strong
m. Promote the elimination of sexual bias	100	Strong	Shared	75	Strong
n. Insure adherence to copyright laws	100	Strong	Assigns	63	No
3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives	94	Strong	Primary	80	Strong
b. Direct preparation of class schedules	100	Strong	Primary	63	No
c. Direct preparation of facility usage schedules	100	Strong	Primary	50	No
d. Direct selection of instructional materials	100	Strong	Assigns	63	No
e. Provide guidance in the selection of instructional strategies	100	Strong	Assigns	75	Strong
f. Direct a student learning resource center	100	Strong	Assigns	75	Strong
g. Direct recordkeeping procedures	100	Strong	Assigns	69	Strong
h. Visit classrooms/shops during class time	100	Strong	Primary	56	No
i. Serve as liaison between outside agencies and personnel	100	Strong	Primary	69	Strong
j. Recommend changes in instructional policies	100	Strong	Primary	56	No

TABLE 29. Task and Responsibility Mode Agreement Levels, Area Vocational School Subpopulation (N = 16), Section V -- Student Services.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Vocational student entrance, to include:					
a. Administer student recruitment	87	Strong	Assigns	86	Strong
b. Administer student selection	94	Strong	Assigns	87	Strong
c. Administer student admissions	94	Strong	Assigns	87	Strong
d. Administer student orientation	94	Strong	Assigns	87	Strong
e. Administer student financial aid programs	94	Strong	Assigns	87	Strong
f. Administer student work study programs	94	Strong	Assigns	80	Strong
g. Administer the provision of guidance and testing	94	Strong	Assigns	80	Strong
h. Administer procedures for student records	94	Strong	Assigns	80	Strong
2. Vocational student welfare, to include:					
a. Provide a student handbook	100	Strong	Assigns	75	Strong
b. Insure adherence to student records privacy act	94	Strong	Assigns	80	Strong
c. Direct procedures to insure student safety and health	94	Strong	Assigns	73	Strong
d. Direct procedures to hear student grievances	94	Strong	Assigns	80	Strong
3. Vocational student exit, to include:					
a. Administer a job development program	100	Strong	Assigns	75	Strong
b. Administer a job placement program	100	Strong	Assigns	75	Strong
c. Administer an exit interview for drop-outs and graduates	100	Strong	Assigns	75	Strong
d. Evaluate student services program	100	Strong	Shared	75	Strong
e. Recommend changes in student services policies	100	Strong	Shared	81	Strong

TABLE 30. Task and Responsibility Mode Agreement Levels, Area Vocational School Subpopulation (N = 16), Section VI -- Personnel Management.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Vocational personnel management, to include:					
a. Recruit personnel	100	Strong	Shared	56	No
b. Select personnel	100	Strong	Shared	63	No
c. Induct personnel	100	Strong	Primary	75	Strong
d. Prepare personnel job descriptions/specifications	100	Strong	Primary	75	Strong
e. Interpret benefit program to personnel	100	Strong	Assigns	56	No
f. Implement manpower studies of personnel	100	Strong	Shared	56	No
g. Maintain affirmative action in hiring procedures	100	Strong	Shared	81	Strong
h. Recommend personnel for employment	100	Strong	Shared	75	Strong
2. Vocational personnel services, to include:					
a. Direct personnel grievance procedures	100	Strong	Shared	81	Strong
b. Participate in personnel grievance resolutions	100	Strong	Shared	81	Strong
c. Direct personnel in credential/certificate/license processes	100	Strong	Assigns	50	No
d. Direct a personnel evaluation program	100	Strong	Shared	81	Strong
e. Negotiate personnel work loads	94	Strong	Shared	80	Strong
f. Negotiate personnel over loads	94	Strong	Shared	80	Strong
g. Supervise assigned classified staff	100	Strong	Assigns	63	No
h. Approve and schedule personnel leaves, vacations, etc.	100	Strong	Primary	81	Strong
i. Maintain a personnel record/file system	100	Strong	Shared	75	Strong
j. Recommend personnel renewals, non-renewals, etc.	100	Strong	Primary	81	Strong
k. Counsel personnel on professional matters	100	Strong	Primary	75	Strong
l. Conduct personnel meetings	94	Strong	Primary	80	Strong
m. Prepare personnel memos	100	Strong	Shared	63	No
n. Direct committee work	100	Strong	Shared	69	Strong
o. Provide a personnel handbook	100	Strong	Shared	81	Strong
3. Vocational personnel development, to include:					
a. Provide a personnel learning resource center	87	Strong	Shared	86	Strong
b. Direct professional development for personnel	100	Strong	Primary	50	No
c. Provide personnel in-service training	94	Strong	Shared	73	Strong
d. Approve professional travel for personnel	94	Strong	Primary	80	Strong
e. Encourage personnel to join professional organizations	100	Strong	Primary	63	No
f. Evaluate personnel procedures and practices	94	Strong	Shared	80	Strong
g. Recommend changes in personnel policies	94	Strong	Shared	80	Strong

TABLE 31. Task and Responsibility Mode Agreement Levels, Area Vocational School Subpopulation (N = 16), Section VII -- Community-School Relations.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Community relations, to include:					
a. Promote use of program advisory committees	100	Strong	Primary	81	Strong
b. Participate in program advisory committees	100	Strong	Shared	81	Strong
c. Promote the local advisory council for vocational education	100	Strong	Primary	75	Strong
d. Participate in appropriate community groups and councils	100	Strong	Primary	88	Strong
e. Interact with community service organizations	100	Strong	Primary	75	Strong
f. Direct a recognition program for students and others	100	Strong	Assigns	63	No
g. Meet with visitors	100	Strong	Shared	75	Strong
h. Evaluate and recommend changes in community relations policies	100	Strong	Shared	63	No
2. School relations, to include:					
a. Support cooperative relationships between all school personnel	100	Strong	Primary	88	Strong
b. Support cooperative relationships among vocational personnel	100	Strong	Primary	88	Strong
c. Participate in shared governance processes	100	Strong	Primary	88	Strong
d. Participate in school-community functions	100	Strong	Primary	94	Strong
e. Develop cooperative arrangements with kindred agencies	100	Strong	Primary	88	Strong
f. Evaluate and recommend changes in school relations policies	100	Strong	Primary	81	Strong
3. Public relations, to include:					
a. Approve news releases about vocational matters to media	100	Strong	Primary	63	No
b. Direct open houses and public displays	100	Strong	Assigns	69	Strong
c. Present speeches about vocational education to groups	100	Strong	Shared/ Primary	50/ 50	No
d. Prepare bulletins, flyers, and brochures about programs	100	Strong	Assigns	69	Strong
e. Prepare all vocational information in catalogs	100	Strong	Assigns	69	Strong
f. Visit with business and industry groups	100	Strong	Primary	50	No
g. Evaluate and recommend changes in public relations policies	100	Strong	Shared/ Primary	50 50	No

TABLE 32. Task and Responsibility Mode Agreement Levels, Area Vocational School Subpopulation (N = 16), Section VIII -- Professional Relations.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Professional practices, to include:					
a. Participate in professional organizations	100	Strong	Primary	94	Strong
b. Provide input for vocational education legislation	100	Strong	Primary	94	Strong
c. Develop professional relationships with other administrators	100	Strong	Primary	94	Strong
d. Develop professional relationships with state agencies	100	Strong	Primary	94	Strong
e. Use cooperative decision-making methods	100	Strong	Primary	88	Strong
f. Plan and evaluate with objective methods	100	Strong	Primary	81	Strong
g. Represent vocational education to agencies, groups, and others	100	Strong	Primary	75	Strong
h. Maintain ethical standards	100	Strong	Primary	88	Strong
i. Maintain professional conduct and appearance	100	Strong	Primary	88	Strong
j. Identify problems, select alternatives, and make decisions	100	Strong	Primary	94	Strong
2. Professional development, to include:					
a. Implement a personal professional growth plan	100	Strong	Primary	94	Strong
b. Evaluate personal professional growth outcomes	100	Strong	Primary	94	Strong
c. Develop effective human relations skills	100	Strong	Primary	94	Strong
d. Know vocational materials, development, and legislation	100	Strong	Primary	94	Strong
3. Professional attitudes, to include:					
a. Concern with improving the conditions of life for others	100	Strong	Primary	88	Strong
b. Believe that helping others to achieve goals is important	100	Strong	Primary	94	Strong
c. Open to ideas of others	100	Strong	Primary	94	Strong
d. Involve key persons in the decision-making process	100	Strong	Primary	94	Strong
e. Will arbitrate conflict	100	Strong	Primary	88	Strong
f. Will compromise	100	Strong	Primary	88	Strong
g. Will assimilate life style into job	100	Strong	Primary	94	Strong
h. Use capabilities of others in areas of their interest	100	Strong	Primary	94	Strong
i. Use all resources to achieve objectives effectively	100	Strong	Primary	94	Strong
j. Accept accountability for vocational education	100	Strong	Primary	88	Strong

Task Agreement

Tables 25 through 32 reveal that there was strong agreement (67 percent or more) that all 198 tasks in the study should be held by the local director of vocational education in various area vocational schools.

It is noted here that the area vocational school subpopulation deleted five tasks from the original 203 tasks during the first and second rounds of instrumentation. Table 33, below, illustrates the deleted tasks.

TABLE 33. Tasks Deleted From Study by the Area Vocational School Subpopulation.

Section II -- Facilities and Equipment
1. Dispose of equipment and furnishings from programs.
2. Direct a grounds maintenance program.
3. Recommend building sites.
4. Analyze and accept building bids.
Section VI -- Personnel Management
1. Participate in professional negotiations.

Responsibility Mode Agreement

Section I -- Business and Financial Management

Of the 24 tasks contained in Section I (Table 25):

Primary Responsibility -- Strong Agreement -- 67 percent or more

1g. Written narrative information
1h. Presentation of requests to appropriate committees
2a. Allocate appropriations/funds within the institution
2b. Review budget requests with program personnel
2c. Allocate appropriations/funds for programs
2d. Approve expenditures for programs
2e. Regulate spending patterns for programs
3a. Recommend changes in financial policies
3b. Direct financial procedures and practices
4c. Analyze program operation costs
4d. Prepare long-range budget plans
4e. Provide budget information to staff
4f. Provide budget information to the community
4h. Locate alternative sources of funding.

Primary Responsibility -- No Agreement -- Less than 67 percent

1f. Supplies
3c. Evaluate and change financial procedures and practices.

Shared Responsibility -- Strong Agreement -- 67 percent or more

1a. All personnel salaries
1b. Fixed costs
1c. Support costs
1d. Facility costs
4b. Direct procedures for student accounting
4g. Determine insurance needs and costs.

Shared Responsibility -- No Agreement -- Less than 67 percent

1e. Capital
4a. Direct practices and records for audits.

There was strong agreement about the responsibility mode for task completion in 20 of the 24 tasks in Section I. Also, 16 of the 24 were rated as primary responsibilities, and eight were rated as shared.

Section II -- Facilities and Equipment

Of the 24 tasks contained in Section II (Table 26):

Primary Responsibility -- Strong Agreement -- 67 percent or more

1a. Conduct facility needs assessments
1b. Conduct facility feasibility assessments
1i. Determine that all legal/extra-legal rules are met
2a. Direct use of facility for programs
2k. Prepare long-range facility plans for programs
2l. Prepare long-range equipment plans for programs
2o. Recommend changes in facility policies.

Primary Responsibility -- No Agreement -- Less than 67 percent

1f. Oversee architectural planning
2n. Secure leased and rented facilities.

Shared Responsibility -- Strong Agreement -- 67 percent or more

1c. Prepare specifications for new facilities
1d. Prepare specifications for facility additions
1e. Prepare specifications for facility changes
1g. Analyze and accept equipment bids for programs
2c. Direct a maintenance/repair program for facilities
2d. Direct a maintenance/repair program for program equipment
2m. Insure conservation of energy in facilities.

Shared Responsibility -- No Agreement -- Less than 67 percent

2f. Direct procedures and practices for safety in programs
2j. Evaluate facility operation.

Assigns Responsibility -- Strong Agreement -- 67 percent or more

2g. Analyze accidents for improvement of safety procedures
2i. Schedule public use of facilities.

Assigns Responsibility -- No Agreement -- Less than 67 percent

1h. Purchase new equipment and furnishings for programs
2b. Direct an equipment/supply inventory system
2e. Direct a building security program.

Task 2h, "direct procedures for emergencies," had no clear agreements. Responses were equally split between primary (38 percent) and assigns (38 percent).

There was strong agreement about the responsibility mode for task completion in 16 of the 24 tasks in Section II. Nine tasks were rated as primary responsibilities, nine were rated as shared, five were rated as tasks the local director assigns to others, and one was given an equal rating for primary and assigns.

Section III -- Program Planning, Development, and Evaluation

Of the 27 tasks contained in Section III (Table 27):

Primary Responsibility -- Strong Agreement -- 67 percent or more

1e. Use community business/industry persons in planning
1f. Use state office personnel in planning
2f. Insure application of all regulations to program design
2g. Insure application of other legislative rules (CETA, etc.)
2h. Utilize state office and other personnel in program design
2i. Direct program procedures and practices
2k. Direct program proposals
2l. Present program proposals to governing agencies
2m. Locate sources of operational funding
3a. Direct program evaluation procedures and practices.

Shared Responsibility -- Strong Agreement -- 67 percent or more

1a. Direct business/industry needs assessments for programs
1c. Evaluate local, state, and national manpower needs data
2e. Determine program facility needs
2j. Determine student selection criteria
3b. Determine program effectiveness based on objectives
3e. Utilize state office and other personnel for evaluation
3f. Direct research for program revision
3g. Present program revision/closure proposals
3h. Recommend changes in program policies.

Shared Responsibility -- No Agreement -- Less than 67 percent

1b. Direct student interest assessments for programs
3c. Direct student placement and follow up
3d. Direct employer follow up.

Assigns Responsibility -- Strong Agreement -- 67 percent or more

2a. Direct identification of job entry skills
2c. Direct selection of instructional materials
2d. Determine program equipment/furnishing needs.

Assigns Responsibility -- No Agreement -- Less than 67 percent

1d. Direct use of occupational task analysis studies
2b. Direct curriculum design.

There was strong agreement about the responsibility mode for task completion in 22 of the 27 tasks in Section III. Further, ten tasks were rated as primary responsibilities, 12 were rated as shared, and five were rated as tasks the local director assigns to others.

Section IV -- Instructional Management

Of the 31 tasks contained in Section IV (Table 28):

Primary Responsibility -- Strong Agreement -- 67 percent or more

1e. Insure adherence to FTE guidelines
1f. Direct procedures for program accountability
1g. Direct program articulation
2a. Direct validation of curriculum and revisions
2b. Promote use of program advisory committees
2h. Determine minimum/maximum class enrollments
3a. Coordinate programs with institutional objectives
3i. Serve as liaison between outside agencies and personnel.

Primary Responsibility -- No Agreement -- Less than 67 percent

3b. Direct preparation of class schedules
3c. Direct preparation of facility usage schedules
3h. Visit classrooms/shops during class time
3j. Recommend changes in instructional policies.

Shared Responsibility -- Strong Agreement -- 67 percent or more

2c. Direct supplemental/remedial support programs
2f. Direct and promote cooperative education programs
2k. Provide special needs for ethnic minorities
2l. Provide special needs for handicapped/disadvantaged
2m. Promote the elimination of sexual bias.

Assigns Responsibility -- Strong Agreement -- 67 percent or more

1a. Direct student testing and grading practices
1b. Direct student records procedures
1c. Direct student rules of conduct and behavior
1d. Direct student graduation criteria
2d. Direct and promote youth group/club activities
2e. Direct and promote student field trips
2g. Direct student transportation
2i. Direct out-of-sequence classes as needed
2j. Direct evening adult vocational education programs
3e. Provide guidance in the selection of instructional strategies
3f. Direct a student learning resource center
3g. Direct recordkeeping procedures.

Assigns Responsibility -- No Agreement -- Less than 67 percent

2n. Insure adherence to copyright laws
3d. Direct selection of instructional materials.

There was strong agreement about the responsibility mode for task completion in 25 of the 31 tasks in Section IV. Also, 12 tasks were rated as primary responsibilities, five were rated as shared, and 14 were rated as tasks the local director assigns to others.

Section V -- Student Services

Of the 17 tasks contained in Section V (Table 29):

Shared Responsibility -- Strong Agreement -- 67 percent or more

3d. Evaluate student services program
3e. Recommend changes in student services policies.

Assigns Responsibility -- Strong Agreement -- 67 percent or more

1a. Administer student recruitment
1b. Administer student selection
1c. Administer student admissions
1d. Administer student orientation
1e. Administer student financial aid programs
1f. Administer student work study programs
1g. Administer the provision of guidance and testing
1h. Administer procedures for student records
2a. Provide a student handbook
2b. Insure adherence to student records privacy act
2c. Direct procedures to insure student safety and health
2d. Direct procedures to hear student grievances
3a. Administer a job development program
3b. Administer a job placement program
3c. Administer an exit interview for drop-outs and graduates.

There was strong agreement about the responsibility mode for task completion in all 17 of the tasks in Section V. Two tasks were rated as shared responsibilities, and 15 were rated as tasks the local director assigns to others.

Section VI -- Personnel Management

Of the 30 tasks contained in Section VI (Table 30):

Primary Responsibility -- Strong Agreement -- 67 percent or more

1c. Induct personnel
1d. Prepare personnel job descriptions/specifications
2h. Approve and schedule personnel leaves, vacation, etc.
2j. Recommend personnel renewals, non-renewals, etc.
2k. Counsel personnel on professional matters
2l. Conduct personnel meetings
3d. Approve professional travel for personnel.

Primary Responsibility -- No Agreement -- Less than 67 percent

3b. Direct professional development for personnel
3e. Encourage personnel to join professional organizations.

Shared Responsibility -- Strong Agreement -- 67 percent or more

1g. Maintain affirmative action in hiring procedures
1h. Recommend personnel for employment
2a. Direct personnel grievance procedures
2b. Participate in personnel grievance resolutions
2d. Direct a personnel evaluation program
2e. Negotiate personnel work loads
2f. Negotiate personnel over loads
2i. Maintain a personnel records/files system
2n. Direct committee work
2o. Provide a personnel handbook
3a. Provide a personnel learning resource center
3c. Provide personnel in-service training
3f. Evaluate personnel procedures and practices
3g. Recommend changes in personnel policies.

Shared Responsibility -- No Agreement -- Less than 67 percent

1a. Recruit personnel
1b. Select personnel
1f. Implement manpower studies of personnel
2m. Prepare personnel memos.

Assigns Responsibility -- No Agreement -- Less than 67 percent

1e. Interpret benefit program to personnel
2c. Direct personnel in credential/certificate/license processes
2g. Supervise assigned classified staff.

There was strong agreement about the responsibility mode for task completion in 21 of the 30 tasks in Section VI. Further, nine tasks were rated as primary responsibilities, 18 were rated as shared, and three were rated as tasks the local director assigns to others.

Section VII -- Community-School Relations

Of the 21 tasks contained in Section VII (Table 31):

Primary Responsibility -- Strong Agreement -- 67 percent or more

1a. Promote use of program advisory committees
1c. Promote the local advisory council for vocational education
1d. Participate in appropriate community groups and councils
1e. Interact with community service organizations
2a. Support cooperative relationships between all school personnel
2b. Support cooperative relationships among vocational personnel
2c. Participate in shared governance processes
2d. Participate in school-community functions
2e. Develop cooperative arrangements with kindred agencies
2f. Evaluate and recommend changes in school relations policies.

Primary Responsibility -- No Agreement -- Less than 67 percent

3a. Approve news releases about vocational matters to media
3f. Visit with business and industry groups.

Shared Responsibility -- Strong Agreement -- 67 percent or more

1b. Participate in program advisory committees
1g. Meet with visitors.

Shared Responsibility -- No Agreement -- Less than 67 percent

1h. Evaluate and recommend changes in community relations policies

Assigns Responsibility -- Strong Agreement -- 67 percent or more

3b. Direct open houses and public displays
3d. Prepare bulletins, flyers, and brochures about programs
3e. Prepare all vocational information in catalogs.

Assigns Responsibility -- No Agreement -- Less than 67 percent

1f. Direct a recognition program for students and others.

Task 3c, "present speeches about vocational education to groups," and task 3g, "evaluate and recommend changes in public relations policies," had no clear agreement. Responses were equally split between primary (50 percent) and shared (50 percent).

There was strong agreement about the responsibility mode for task completion in 15 of the 21 tasks in Section VII. Twelve tasks were rated as primary responsibilities, three were rated as shared, four were rated as tasks the local director assigns to others, and two were given an equal rating for primary and shared.

Section VIII -- Professional Relations

Of the 24 tasks contained in Section VIII (Table 32):

Primary Responsibility -- Strong Agreement -- 67 percent or more

1a. Participate in professional organizations
1b. Provide input for vocational education legislation
1c. Develop professional relationships with other administrators
1d. Develop professional relationships with state agencies
1e. Use cooperative decision-making methods
1f. Plan and evaluate with objective methods
1g. Represent vocational education to agencies, groups, and others
1h. Maintain ethical standards
1i. Maintain professional conduct and appearance
1j. Identify problems, select alternatives, and make decisions
2a. Implement a personal professional growth plan
2b. Evaluate personal professional growth outcomes
2c. Develop effective human relations skills
2d. Know vocational materials, development, and legislation
3a. Concern with improving the conditions of life for others
3b. Believe that helping others to achieve goals is important
3c. Open to ideas of others
3d. Involve key persons in the decision-making process
3e. Will arbitrate conflict
3f. Will compromise
3g. Will assimilate life style into job
3h. Use capabilities of others in areas of their interest
3i. Use all resources to achieve objectives effectively
3j. Accept accountability for vocational education.

There was strong agreement about the responsibility mode for task completion in all 24 tasks in Section VIII, and all tasks were rated as primary responsibilities.

Table 34 summarizes the rating for all 198 tasks contained in the area vocational school portion of this study.

TABLE 34. Responsibility Mode Agreement Summary for the Area Vocational School Subpopulation.

Responsibility Mode and Agreement Rating*	Number of Tasks	
Primary Responsibility -- Strong Agreement	80	
Primary Responsibility -- No Agreement	12	
Total		92
Shared Responsibility -- Strong Agreement	58	
Shared Responsibility -- No Agreement	12	
Total		70
Assigns Responsibility -- Strong Agreement	22	
Assigns Responsibility -- No Agreement	11	
Total		33
No Clear Rating or Agreement		3
Task Total		198

*No tasks were rated in the "singular" category.

Summary

From Table 34:

1. One hundred sixty tasks have strong agreement (67 percent or more)
2. Thirty-eight tasks have no agreement (less than 67 percent).

This is strong agreement on 81 percent of all tasks in the area vocational school portion of this study.

Further, of the 160 tasks that have strong agreement, the local director should complete:

1. Fifty percent of all tasks as primary responsibilities
2. Thirty-six percent of all tasks as shared responsibilities
3. Fourteen percent of all tasks through assignment to others.

Findings -- Community/Four-Year College Subpopulation

The analysis of the data collected from the third round of questionnaires consisted of the generation of the percentages of responses in each of the five response categories for each task, each of the eight functional task clusters. This analysis was done separately for the community/four-year college subpopulation (N = 35). The results of the analysis for the community/four-year college subpopulation are presented in the following tables (Tables 35 through 58).

TABLE 35. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section I -- Business and Financial Management (Question 1).

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
1. Prepare general fund, sponsored or special program or local budgets for vocational education, to include:					
a. All personnel salaries	5.7	2.9	85.7	5.7	
b. Fixed costs	5.7		88.6	2.9	2.9
c. Support costs	2.9	2.9	88.6	2.9	2.9
d. Facility costs	2.9		85.7	11.4	
e. Capital			88.6	11.4	
f. Supplies		22.9	68.6	5.7	2.9
g. Written narrative information			88.6	5.7	5.7
h. Presentation of requests to appropriate committees	2.9		88.6	5.7	2.9

Percentage totals do not equal 100 due to rounding.

TABLE 36. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section I -- Business and Financial Management (Question 2).

	LOCAL DIRECTORS SHOULD HAVE				
2. Administer general fund, sponsored or special program or local budgets for vocational education, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Allocate appropriations/funds within the institution	2.9		91.4	2.9	2.9
b. Review budget requests with program personnel			22.9	31.4	45.7
c. Allocate appropriations/funds for programs			77.1	2.9	20.0
d. Approve expenditures for programs		2.9	20.0	20.0	57.1
e. Regulate spending patterns for programs		5.7	11.4	25.7	57.1

Percentage totals do not equal 100 due to rounding.

TABLE 37. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section I -- Business and Financial Management (Question 3).

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policy		94.3	2.9	2.9	
b. Direct financial procedures and practices	5.7	88.6	2.9	2.9	
c. Evaluate and change financial procedures and practices	5.7	91.4		2.9	

Percentage totals do not equal 100 due to rounding.

TABLE 38. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section I -- Business and Financial Management (Question 4).

	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
4. Financial operation for vocational education, to include:						
a. Direct practices and records for audits	14.3		82.9	2.9		
b. Direct procedures for student accounting	17.1		80.0	2.9		
c. Analyze program operation costs		2.9	80.0	5.7	11.4	
d. Prepare long-range budget plans			91.4	2.9	5.7	
e. Provide budget information to staff			91.4		8.6	
f. Determine insurance needs and costs	40.0		54.3	5.7		
g. Locate alternative sources of funding	2.9		91.4		5.7	

Percentage totals do not equal 100 due to rounding.

TABLE 39. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section II -- Facilities and Equipment (Question 1).

	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
1. Facility development for vocational education, to include:						
a. Conduct facility needs assessments			91.4	5.7	2.9	
b. Conduct facility feasibility assessments			91.4	5.7	2.9	
c. Prepare specifications for new facilities		2.9	94.3	2.9		
d. Prepare specifications for facility additions	2.9		97.1			
e. Prepare specifications for facility changes	2.9		97.1			
f. Recommend building sites	20.0		80.0			
g. Oversee architectural planning	14.3		85.7			
h. Analyze and accept equipment bids for programs	11.4		88.6			
i. Purchase new equipment and furnishings for programs			100.0			
j. Determine that all legal/extra-legal rules are met	20.0		77.1	2.9		

Percentage totals do not equal 100 due to rounding.

TABLE 40. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section II -- Facilities and Equipment (Question 2).

2. Facility operation for vocational education, to include:	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Direct use of facility for programs			91.4	5.7	2.9
b. Direct an equipment/supply inventory system	2.9	22.9	71.4	2.9	
c. Direct a maintenance/repair program for facilities	11.4	22.9	65.7		
d. Direct a maintenance/repair program for program equipment		20.0	80.0		
e. Dispose of equipment and furnishings for programs		5.7	94.3		
f. Direct procedures and practices for safety in programs	2.9	8.6	82.9		5.7
g. Analyze accidents for improvement of safety procedures	2.9	5.7	88.6	2.9	
h. Direct procedures for emergencies	2.9		94.3	2.9	
i. Evaluate facility operation			94.3	5.7	
j. Prepare long-range facility plans for programs			94.3	2.9	2.9
k. Prepare long-range equipment plans for programs			97.1		2.9
l. Insure conservation of energy in facilities	2.9	2.9	94.3		
m. Secure leased and rented facilities	2.9	2.9	94.3		
n. Recommend changes in facility policies		2.9	97.1		

Percentage totals do not equal 100 due to rounding.

TABLE 41. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section III -- Program Planning, Development, and Evaluation (Question 1).

	LOCAL DIRECTORS SHOULD HAVE				
1. Vocational program planning, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Direct business/industry needs assessments for programs	2.9	31.4	62.9	2.9	
b. Direct student interest assessments for programs	11.4	74.3	14.3		
c. Evaluate local, state, and national manpower needs data	2.9	85.7	8.6	2.9	
d. Direct use of occupational task analysis studies	2.9	94.3	2.9		
e. Use community business/industry persons in planning	2.9	85.7	5.7	5.7	
f. Use state office personnel in planning		62.9	8.6	28.6	

Percentage totals do not equal 100 due to rounding.

TABLE 42. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section III -- Program Planning, Development, and Evaluation (Question 2).

	LOCAL DIRECTORS SHOULD HAVE				
2. Vocational program development, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Direct identification of job entry tasks		88.6	11.4		
b. Direct curriculum design		74.3	14.3	11.4	
c. Direct selection of instructional materials		88.6	11.4		
d. Determine program equipment/furnishing needs		85.7	14.3		
e. Determine program facility needs		2.9	94.3	2.9	
f. Insure application of all regulations to program design			57.1	40.0	2.9
g. Insure application of other legislative rules (CETA, etc.)		2.9	82.9	8.6	5.7
h. Utilize state office and other personnel in program design		2.9	97.1		
i. Direct program procedures and practices		22.9	65.7	5.7	5.7
j. Determine student selection criteria	5.7	8.6	85.7		
k. Direct program proposals		2.9	68.6	11.4	17.1
l. Present program proposals to governing agencies	2.9		34.3	17.1	45.7
m. Locate sources of operational funding	2.9		91.4	5.7	

Percentage totals do not equal 100 due to rounding.

TABLE 43. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section III -- Program Planning, Development, and Evaluation (Question 3).

	LOCAL DIRECTORS SHOULD HAVE				
3. Vocational program evaluation, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Direct program evaluation procedures and practices		20.0	22.9	57.1	
b. Determine program effectiveness		60.0	31.4	8.6	
c. Direct student placement and follow up	74.3	22.9	2.9		
d. Direct employer follow up	80.0	17.1	2.9		
e. Utilize state office and other personnel for evaluation		85.7	8.6	5.7	
f. Direct research for program revision	2.9	82.9	14.3		
g. Present program revision/closure proposals		25.7	60.0	14.3	
h. Recommend changes in program policies		68.6	14.3	17.1	

Percentage totals do not equal 100 due to rounding.

TABLE 44. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section IV -- Instructional Management (Question 1).

	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
1. Vocational program procedures, to include:						
a. Direct student testing and grading practices	14.3	82.9	2.9			
b. Direct student records procedures	20.0	77.1	2.9			
c. Direct student rules of conduct and behavior	17.1	11.4	71.4			
d. Direct student graduation criteria	2.9	8.6	88.6			
e. Insure adherence to FTE guidelines		2.9	28.6	11.4	57.1	
f. Direct procedures for program accountability		2.9	28.6	17.1	51.4	
g. Direct program articulation		8.6	91.4			

Percentage totals do not equal 100 due to rounding.

TABLE 45. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section IV -- Instructional Management (Question 2).

2. Vocational program operations, to include:	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Direct validation of curriculum and revisions			17.1	80.0	2.9
b. Promote use of program advisory committees		2.9	8.6	25.7	62.9
c. Direct supplemental/remedial support programs	2.9	14.3	82.9		
d. Direct and promote youth group/club activities		85.7	14.3		
e. Direct and promote cooperative education programs		88.6	11.4		
f. Direct and promote student field trips		22.9	74.3	2.9	
g. Determine maximum/minimum class enrollments		11.4	77.1		11.4
h. Direct out-of-sequence classes as needed		5.7	94.3		
Direct evening adult vocational education programs		14.3	68.6	11.4	5.7
j. Provide special needs for ethnic minorities		14.3	77.1	5.7	2.9
k. Provide special needs for handicapped/disadvantaged		11.4	88.6		
l. Promote the elimination of sexual bias		11.4	85.7	2.9	
m. Insure adherence to copyright laws	5.7	11.4	82.9		

Percentage totals do not equal 100 due to rounding.

TABLE 46. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section IV -- Instructional Management (Question 3).

3. Vocational program supervision, to include:	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
a. Coordinate programs within institutional objectives			17.1	14.3	68.6	
b. Direct preparation of class schedules	5.7	11.4	77.1	5.7		
c. Direct preparation of facility usage schedules	2.9	8.6	80.0	8.6		
d. Direct selection of instructional materials	5.7	82.9	8.6	2.9		
e. Provide guidance in the selection of instructional strategies		8.6	91.4			
f. Direct recordkeeping procedures	8.6	14.3	77.1			
g. Visit classrooms/shop during class time	2.9	2.9	28.6	54.3	11.4	
h. Serve as liaison between outside agencies and personnel			14.3	17.1	68.6	
i. Recommend changes in instructional policies			22.9	8.6	68.6	

Percentage totals do not equal 100 due to rounding.

TABLE 47. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section V -- Student Services (Question 1).

	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
1. Vocational student entrance, to include:						
a. Administer student recruitment	11.4	5.7	82.9			
b. Administer student selection	11.4	2.9	85.7			

Percentage totals do not equal 100 due to rounding.

TABLE 48. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section V -- Student Services (Question 2).

	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
2. Vocational student welfare, to include:						
a. Direct procedures to insure student safety and health	2.9	11.4	85.7			
b. Direct procedures to hear student grievances	14.3		82.9	2.9		

Percentage totals do not equal 100 due to rounding.

TABLE 49. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section V -- Student Services (Question 3).

	LOCAL DIRECTORS SHOULD HAVE				
3. Vocational student exit, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Administer a job development program	5.7	8.6	80.0	5.9	
b. Administer a job placement program	5.7	17.1	71.4	5.9	
c. Administer an exit interview for drop-outs and graduates	8.6	17.1	74.3		
d. Evaluate student services program	14.3		85.7		
d. Recommend changes in student services policies	11.4		88.6		

Percentage totals do not equal 100 due to rounding.

TABLE 50. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section VI -- Personnel Management (Question 1).

1. Vocational personnel management, to include:	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
a. Recruit personnel			11.4	37.1	51.4	
b. Select personnel			37.1	14.3	48.6	
c. Induct personnel			82.9	5.7	11.4	
d. Prepare personnel job descriptions/specifications			80.0	8.6	11.4	
e. Interpret benefit program to personnel	11.4	2.9	82.9		2.9	
f. Implement manpower studies of personnel	11.4		51.4	5.7	31.4	
g. Maintain affirmative action in hiring procedures	8.6	2.9	85.7		2.9	
h. Recommend personnel for employment			11.4	28.6	60.0	

Percentage totals do not equal 100 due to rounding.

TABLE 51. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section VI -- Personnel Management (Question 2).

2. Vocational personnel services, to include:	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
a. Participate in personnel grievance resolutions			97.1	2.9		
b. Direct personnel in credential/certificate/license processes			8.6	25.7	65.7	
c. Direct a personnel evaluation program			11.4	20.0	68.6	
d. Negotiate personnel work loads		2.9	45.7	40.0	11.4	
e. Negotiate personnel over-loads			25.7	62.9	11.4	
f. Supervise assigned classified staff		5.7	71.4	2.9	20.0	
g. Approve and schedule personnel leaves, vacations, etc.		8.6	74.3	2.9	14.3	
h. Maintain a personnel record/file system	2.9		94.3	2.9		
i. Recommend personnel renewals, non-renewals, etc.			11.4	74.3	14.3	
j. Counsel personnel on professional matters	2.9		8.6	62.9	25.7	
k. Conduct personnel meetings			8.6	22.9	68.6	
l. Prepare personnel memos			14.3	22.9	62.9	
m. Direct committee work		5.7	88.6	5.7		
n. Provide a personnel handbook	2.9		94.3		2.9	

Percentage totals do not equal 100 due to rounding.

TABLE 52. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section VI -- Personnel Management (Question 3).

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational personnel development, to include:					
a. Direct professional development for personnel			74.3	5.7	20.0
b. Provide personnel in-service training			85.7	8.6	5.7
c. Approve professional travel for personnel			14.3	22.9	62.9
d. Encourage personnel to join professional organizations			80.0	2.9	17.1
e. Evaluate personnel procedures and practices	5.7		60.0	14.3	20.0
f. Recommend changes in personnel policies	5.7		83.9	2.9	8.6

Percentage totals do not equal 100 due to rounding.

TABLE 53. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section VII -- Community-School Relations (Question 1).

1. Community relations, to include:	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared with Others	Delegated Responsibility	Primary Responsibility	
a. Promote use of program advisory committees			8..	54.3	37.1	
b. Participate in program advisory committees		2.9	80.0	5.7	11.4	
c. Promote the local advisory council for vocational education			8.6	17.1	74.3	
d. Participate in appropriate community groups and councils			14.3	11.4	74.3	
e. Interact with community service organizations			65.7	8.6	25.7	
f. Direct a recognition program for students and others	5.7		88.6	5.7		
g. Meet with visitors	2.9	2.9	91.4		2.9	
h. Evaluate and recommend changes in community relations policies	8.6		91.4			

Percentage totals do not equal 100 due to rounding.

TABLE 54. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section VII -- Community-School Relations (Question 2).

	LOCAL DIRECTORS SHOULD HAVE					
2. School relations, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
a. Support cooperative relationships between all school personnel			100.0			
b. Support cooperative relationships among vocational personnel			80.0	8.6	11.4	
c. Participate in shared governance processes			100.0			
d. Participate in school committee functions			97.1		2.9	
e. Develop cooperative arrangements with kindred agencies			91.4	5.7	2.9	
f. Evaluate and recommend changes in school relations policies	2.9		94.3	2.9		

Percentage totals do not equal 100 due to rounding.

TABLE 55. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section VII -- Community-School Relations (Question 3).

3. Public relations, to include:	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
a. Approve news releases about vocational matters to media	2.9	2.9	82.9	5.7	5.7	
b. Direct open houses and public displays	5.7	5.7	88.6			
c. Present speeches about vocational education to groups			91.4	2.9	5.7	
d. Prepare bulletins, flyers, and brochures about programs	2.9	5.7	91.4			
e. Prepare all vocational information in catalogs	2.9		97.1			
f. Visit with business and industry groups			94.3	2.9	2.9	
g. Evaluate and recommend changes in public relations policies	8.6		91.4			

Percentage totals do not equal 100 due to rounding.

TABLE 56. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section VIII -- Professional Relations (Question 1).

1. Professional practices, to include:	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Participate in professional organizations				17.1	82.9
b. Provide input for vocational education legislation			2.9	17.1	80.0
c. Develop professional relationships with other administrators			2.9	14.3	82.9
d. Develop professional relationships with state agencies				17.1	82.9
e. Use cooperative decision-making methods			8.6	11.4	80.0
f. Plan and evaluate with objectives methods				17.1	82.9
g. Represent vocational education to agencies, groups, and others				14.3	85.7
h. Maintain ethical standards				17.1	82.9
i. Maintain professional conduct and appearance				14.3	85.7
j. Identify problems, select alternatives, and make decisions				17.1	82.9

Percentage totals do not equal 100 due to rounding.

TABLE 57. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section VIII -- Professional Relations (Question 2).

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. Professional development, to include:					
a. Implement a personal professional growth plan		2.9	11.4	85.7	
b. Evaluate personal professional growth outcomes		2.9	11.4	85.7	
c. Develop effective human relations skills		2.9	20.0	77.1	
d. Know vocational materials, developments, and legislations		2.9	11.4	85.7	

Percentage totals do not equal 100 due to rounding.

TABLE 58. Percentages of Responses in Each Response Category, Community/Four-Year College Subpopulation (N = 35), Section VIII -- Professional Relations (Question 3).

	LOCAL DIRECTORS SHOULD HAV				
3. Professional attitude, to include:	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
a. Concern with improving the conditions of life for others				40.0	60.0
b. Believe that helping others to achieve goals is important				11.4	88.6
c. Open to ideas of others				11.4	88.6
d. Involve key persons in the decision-making process			2.9	8.6	88.6
e. Will arbitrate conflict			2.9	11.4	85.7
f. Will compromise				11.4	88.6
g. Will assimilate life style into job				14.3	85.7
h. Use capabilities of others in areas of their interest		2.9		34.3	62.9
i. Use all resources to achieve objectives effectively			2.9	8.6	88.6
j. Accept accountability for vocational education				11.4	88.6

Percentage totals do not equal 100 due to rounding.

In order to establish a framework from which to analyze the findings shown in Tables 35 through 58, the following criteria were established:

1. Strong agreement -- 67 percent or more
2. No agreement -- Less than 67 percent.

Further for the sake of brevity, the five response categories were simply re-defined as:

1. None -- for no responsibility
2. Assigns -- for delegated responsibility that he/she assigns to others
3. Shared -- for delegated responsibility that is shared with others
4. Singular -- for delegated responsibility
5. Primary -- for primary responsibility.

Tables 59 through 66 illustrate each task in each of the eight functional clusters in terms of agreement of whether it should be a task, and in terms of agreement about the mode of responsibility for task completion.

Task agreement percentages are shown as the percentage of the community/four-year college subpopulation that did not respond "no responsibility," therefore agreeing that it should be a task. Responsibility mode agreement percentages are shown as the response that received the highest percentage of responses of those that agreed the task should be held by the local director.

TABLE 59. Task and Responsibility Mode Agreement Levels, Community/Four-Year College Subpopulation (N = 35), Section I -- Business and Financial Management.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Prepare general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. All personnel salaries	94	Strong	Shared	91	Strong
b. Fixed costs	94	Strong	Shared	94	Strong
c. Support costs	97	Strong	Shared	91	Strong
d. Facility costs	97	Strong	Shared	88	Strong
e. Capital	100	Strong	Shared	89	Strong
f. Supplies	100	Strong	Shared	69	Strong
g. Written narrative information	100	Strong	Shared	89	Strong
h. Presentation of requests to appropriate committees	97	Strong	Shared	91	Strong
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution	97	Strong	Shared	94	Strong
b. Review budget requests with program personnel	100	Strong	Primary	46	No
c. Allocate appropriations/funds for programs	100	Strong	Shared	77	Strong
d. Approve expenditures for programs	100	Strong	Primary	57	No
e. Regulate spending patterns for programs	100	Strong	Primary	57	No
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies	100	Strong	Shared	94	Strong
b. Direct financial procedures and practices	93	Strong	Shared	94	Strong
c. Evaluate and change financial procedures and practices	93	Strong	Shared	97	Strong
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits	86	Strong	Shared	97	Strong
b. Direct procedures for student accounting	83	Strong	Shared	96	Strong
c. Analyze program operation costs	100	Strong	Shared	80	Strong
d. Prepare long-range budget plans	100	Strong	Shared	91	Strong
e. Provide budget information to staff	100	Strong	Shared	91	Strong
f. Determine insurance needs and costs	60	No	Shared	90	Strong
g. Locate alternative sources of funding	97	Strong	Shared	94	Strong

TABLE 60. Task and Responsibility Mode Agreement Levels, Community/Four-Year College Subpopulation (N = 35), Section II -- Facilities and Equipment.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessments	100	Strong	Shared	91	Strong
b. Conduct facility feasibility assessments	100	Strong	Shared	91	Strong
c. Prepare specifications for new facilities	100	Strong	Shared	94	Strong
d. Prepare specifications for facility additions	97	Strong	Shared	100	Strong
e. Prepare specifications for facility changes	97	Strong	Shared	100	Strong
f. Recommend building sites	80	Strong	Shared	100	Strong
g. Oversee architectural planning	86	Strong	Shared	100	Strong
h. Analyze and accept equipment bids for programs	89	Strong	Shared	100	Strong
i. Purchase new equipment and furnishings for programs	100	Strong	Shared	100	Strong
j. Determine that all legal/extra-legal rules are met	80	Strong	Shared	96	Strong
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs	100	Strong	Shared	91	Strong
b. Direct an equipment/supply inventory system	97	Strong	Shared	74	Strong
c. Direct a maintenance/repair program for facilities	89	Strong	Shared	74	Strong
d. Direct a maintenance/repair program for program equipment	100	Strong	Shared	80	Strong
e. Dispose of equipment and furnishings for programs	100	Strong	Shared	94	Strong
f. Direct procedures and practices for safety in programs	97	Strong	Shared	85	Strong
g. Analyze accidents for improvement of safety procedures	97	Strong	Shared	91	Strong
h. Direct procedures for emergencies	97	Strong	Shared	97	Strong
i. Evaluate facility operation	100	Strong	Shared	94	Strong
j. Prepare long-range facility plans for programs	100	Strong	Shared	94	Strong
k. Prepare long-range equipment plans for programs	100	Strong	Shared	97	Strong
l. Insure conservation of energy in facilities	97	Strong	Shared	97	Strong
m. Secure leased and rented facilities	97	Strong	Shared	97	Strong
n. Recommend changes in facility policies	100	Strong	Shared	97	Strong

TABLE 61. Task and Responsibility Mode Agreement Levels, Community/Four-Year College Subpopulation (N = 35), Section III -- Program Planning, Development, and Evaluation.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Vocational program planning, to include:					
a. Direct business/industry needs assessments for programs	100	Strong	Singular	63	No
b. Direct student interest assessments for programs	100	Strong	Shared	74	Strong
c. Evaluate local, state, and national manpower needs data	100	Strong	Shared	86	Strong
d. Direct use of occupational task analysis studies	100	Strong	Shared	94	Strong
e. Use community business/industry persons in planning	100	Strong	Shared	88	Strong
f. Use state office personnel in planning	100	Strong	Shared	63	No
2. Vocational program development, to include:					
a. Direct identification of job entry tasks	100	Strong	Assigns	89	Strong
b. Direct curriculum design	100	Strong	Assigns	74	Strong
c. Direct selection of instructional materials	100	Strong	Assigns	89	Strong
d. Determine program equipment/furnishing needs	100	Strong	Assigns	86	Strong
e. Determine program facility needs	100	Strong	Shared	94	Strong
f. Insure application of all regulations to program design	100	Strong	Shared	57	No
g. Insure application of other legislative rules (CETA, etc.)	100	Strong	Shared	83	Strong
h. Utilize state office and other personnel in program design	100	Strong	Shared	97	Strong
i. Direct program procedures and practices	100	Strong	Shared	66	No
j. Determine student selection criteria	94	Strong	Shared	91	Strong
k. Direct program proposals	100	Strong	Shared	69	Strong
l. Present program proposals to governing agencies	97	Strong	Primary	47	No
m. Locate sources of operational funding	97	Strong	Shared	94	Strong
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices	100	Strong	Primary	57	No
b. Determine program effectiveness based on objectives	100	Strong	Shared	60	No
c. Direct student placement and follow up	100	Strong	Assigns	74	Strong
d. Direct employer follow up	100	Strong	Assigns	80	Strong
e. Utilize state office and other personnel for evaluation	100	Strong	Shared	86	Strong
f. Direct research for program revision	100	Strong	Shared	83	Strong
g. Present program revision/closure proposals	100	Strong	Singular	60	No
h. Recommend changes in program policies	100	Strong	Shared	69	Strong

TABLE 62. Task and Responsibility Mode Agreement Levels, Community/Four-Year College Subpopulation (N = 35), Section VI -- Instructional Management.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices	86	Strong	Shared	97	Strong
b. Direct student records procedures	80	Strong	Shared	97	Strong
c. Direct student rules of conduct and behavior	83	Strong	Singular	86	Strong
d. Direct student graduation criteria	97	Strong	Singular	91	Strong
e. Insure adherence to FTE guidelines	100	Strong	Primary	57	No
f. Direct procedures for program accountability	100	Strong	Primary	51	No
g. Direct program articulation	100	Strong	Shared	91	Strong
2. Vocational program operations, to include:					
a. Direct validation of curriculum and revisions	100	Strong	Singular	80	Strong
b. Promote use of program advisory committees	100	Strong	Primary	63	No
c. Direct supplemental/remedial support programs	97	Strong	Shared	85	Strong
d. Direct and promote youth group/club activities	100	Strong	Assigns	86	Strong
e. Direct and promote student field trips	100	Strong	Assigns	89	Strong
f. Direct and promote cooperative education programs	100	Strong	Shared	74	Strong
g. Determine maximum/minimum class enrollments	100	Strong	Shared	77	Strong
h. Direct out-of-sequence classes as needed	100	Strong	Shared	94	Strong
i. Direct evening adult vocational education programs	100	Strong	Shared	69	Strong
j. Provide special needs for ethnic minorities	100	Strong	Shared	77	Strong
k. Provide special needs for handicapped/disadvantaged	100	Strong	Shared	89	Strong
l. Promote the elimination of sexual bias	100	Strong	Shared	86	Strong
m. Insure adherence to copyright laws	94	Strong	Shared	85	Strong
3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives	100	Strong	Primary	69	Strong
b. Direct preparation of class schedules	94	Strong	Shared	82	Strong
c. Direct preparation of facility usage schedules	97	Strong	Shared	82	Strong
d. Direct selection of instructional materials	94	Strong	Assigns	88	Strong
e. Provide guidance in the selection of instructional strategies	100	Strong	Shared	91	Strong
f. Direct recordkeeping procedures	91	Strong	Shared	84	Strong
g. Visit classrooms/shops during class time	97	Strong	Singular	56	No
h. Serve as liaison between outside agencies and personnel	100	Strong	Primary	69	Strong
i. Recommend changes in instructional policies	100	Strong	Primary	69	Strong

TABLE 63. Task and Responsibility Mode Agreement Levels, Community/Four-Year College Subpopulation (N = 35), Section V -- Student Services.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Vocational student entrance, to include:					
a. Administer student recruitment	89	Strong	Shared	94	Strong
b. Administer student selection	89	Strong	Shared	97	Strong
2. Vocational student welfare, to include:					
a. Direct procedures to insure student safety and health	97	Strong	Shared	88	Strong
b. Direct procedures to hear student grievances	86	Strong	Shared	97	Strong
3. Vocational student exit, to include:					
a. Administer a job development program	94	Strong	Shared	85	Strong
b. Administer a job placement program	94	Strong	Shared	76	Strong
c. Administer an exit interview for drop-outs and graduates	91	Strong	Shared	81	Strong
d. Evaluate student services program	86	Strong	Shared	100	Strong
e. Recommend changes in student services policies	89	Strong	Shared	100	Strong

TABLE 64. Task and Responsibility Mode Agreement Levels, Community/Four-Year College Subpopulation (N = 35), Section VI -- Personnel Management.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreemen
1. Vocational personnel management, to include:					
a. Recruit personnel	100	Strong	Primary	51	No
b. Select personnel	100	Strong	Primary	49	No
c. Induct personnel	100	Strong	Shared	83	Strong
d. Prepare personnel job descriptions/specifications	100	Strong	Shared	80	Strong
e. Interpret benefit program to personnel	89	Strong	Shared	94	Strong
f. Implement manpower studies of personnel	89	Strong	Shared	58	No
g. Maintain affirmative action in hiring procedures	93	Strong	Shared	94	Strong
h. Recommend personnel for employment	100	Strong	Primary	60	No
2. Vocational personnel services, to include:					
a. Participate in personnel grievance resolutions	100	Strong	Shared	97	Strong
b. Direct personnel in credential/certificate/license processes	100	Strong	Primary	66	No
c. Direct a personnel evaluation program	100	Strong	Primary	69	Strong
d. Negotiate personnel work loads	100	Strong	Shared	46	No
e. Negotiate personnel over-loads	100	Strong	Singular	63	No
f. Supervise assigned classified staff	100	Strong	Shared	71	Strong
g. Approve and schedule personnel leaves, vacations, etc.	100	Strong	Shared	74	Strong
h. Maintain a personnel record/file system	97	Strong	Shared	97	Strong
i. Recommend personnel renewals, non-renewals, etc.	100	Strong	Singular	74	Strong
j. Counsel personnel on professional matters	97	Strong	Singular	65	No
k. Conduct personnel meetings	100	Strong	Primary	69	Strong
l. Prepare personnel memos	100	Strong	Primary	63	No
m. Direct committee work	100	Strong	Shared	89	Strong
n. Provide a personnel handbook	97	Strong	Shared	97	Strong
3. Vocational personnel development, to include:					
a. Direct professional development for personnel	100	Strong	Shared	74	Strong
b. Provide personnel in-service training	100	Strong	Shared	86	Strong
c. Approve professional travel for personnel	100	Strong	Primary	63	No
d. Encourage personnel to join professional organizations	100	Strong	Shared	80	Strong
e. Evaluate personnel procedures and practices	94	Strong	Shared	64	No
f. Recommend changes in personnel policies	94	Strong	Shared	88	Strong

TABLE 65. Task and Responsibility Mode Agreement Levels, Community/Four-Year College Subpopulation (N = 35), Section VII -- Community-School Relations

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Community relations, to include:					
a. Promote use of program advisory committees	100	Strong	Singular	54	No
b. Participate in program advisory committees	100	Strong	Shared	80	Strong
c. Promote the local advisory council for vocational education	100	Strong	Primary	74	Strong
d. Participate in appropriate community groups and councils	100	Strong	Primary	74	Strong
e. Interact with community service organizations	100	Strong	Shared	66	No
f. Direct a recognition program for students and others	94	Strong	Shared	94	Strong
g. Meet with visitors	97	Strong	Shared	94	Strong
h. Evaluate and recommend changes in community relations policies	91	Strong	Shared	100	Strong
2. School relations, to include:					
a. Support cooperative relationships between all school personnel	100	Strong	Shared	100	Strong
b. Support cooperative relationships among vocational personnel	100	Strong	Shared	80	Strong
c. Participate in shared governance processes	100	Strong	Shared	100	Strong
d. Participate in school community functions	100	Strong	Shared	97	Strong
e. Develop cooperative arrangements with kindred agencies	100	Strong	Shared	91	Strong
f. Evaluate and recommend changes in school relations policies	97	Strong	Shared	97	Strong
3. Public relations, to include:					
a. Approve news releases about vocational matters to media	97	Strong	Shared	85	Strong
b. Direct open houses and public displays	94	Strong	Shared	94	Strong
c. Present speeches about vocational education to groups	100	Strong	Shared	91	Strong
d. Prepare bulletins, flyers, and brochures about programs	97	Strong	Shared	94	Strong
e. Prepare all vocational information in catalogs	97	Strong	Shared	100	Strong
f. Visit with business and industry groups	100	Strong	Shared	94	Strong
g. Evaluate and recommend changes in public relations policies	91	Strong	Shared	100	Strong

TABLE 66. Task and Responsibility Mode Agreement Levels, Community/Four-Year College Subpopulation (N = 35), Section VIII -- Professional Relations.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Professional practices, to include:					
a. Participate in professional organizations	100	Strong	Primary	83	Strong
b. Provide input for vocational education legislation	100	Strong	Primary	80	Strong
c. Develop professional relationships with other administrators	100	Strong	Primary	83	Strong
d. Develop profesisonal relationships with state agencies	100	Strong	Primary	83	Strong
e. Use cooperative decision-making methods	100	Strong	Primary	83	Strong
f. Plan and evaluate with objective methods	100	Strong	Primary	83	Strong
g. Represent vocational education to agencies, groups, and others	100	Strong	Primary	86	Strong
h. Maintain ethical standards	100	Strong	Primary	83	Strong
i. Maintain professional conduct and appearance	100	Strong	Primary	86	Strong
j. Identify problems, select alternatives, and make decisions	100	Strong	Primary	83	Strong
2. Professional development, to include:					
a. Implement a personal professional growth plan	100	Strong	Primary	86	Strong
b. Evaluate personal professional growth outcomes	100	Strong	Primary	86	Strong
c. Develop effective human relations skills	100	Strong	Primary	77	Strong
d. Know vocational materials, developments, and legislations	100	Strong	Primary	86	Strong
3. Professional attitude, to include:					
a. Concern with improving the conditions of life for others	100	Strong	Primary	60	No
b. Believe that helping others to achieve goals is important	100	Strong	Primary	89	Strong
c. Open to ideas of others	100	Strong	Primary	89	Strong
d. Involve key persons in the decision-making process	100	Strong	Primary	89	Strong
e. Will arbitrate conflict	100	Strong	Primary	86	Strong
f. Will compromise	100	Strong	Primary	89	Strong
g. Will assimilate life style into job	100	Strong	Primary	86	Strong
h. Use capabilities of others in areas of their interest	100	Strong	Primary	63	No
i. Use all resources to achieve objectives efficiently	100	Strong	Primary	89	Strong
j. Accept accountability for vocational education	100	Strong	Primary	89	Strong

Task Agreement

Tables 59 through 66 reveal that there was strong agreement (67 percent or more) that 184 of the 185 tasks in the study should be held by the local director of vocational education in community/four-year colleges. Only "determine insurance needs and costs," task 4f in Section I - Business and Financial Management, failed to receive the required 67 percent of responses. This task did receive 60 percent. This task was highlighted in the third round questionnaire by a "minority opinion" that, in effect, stated that this was not an appropriate task for the local director.

It is noted here that the community/four-year college subpopulation deleted 18 tasks from the original 203 tasks during the first and second rounds of instrumentation. Table 67 illustrates the deleted tasks.

TABLE 67. Tasks Deleted From Study by the Community/Four-Year College Subpopulation.

Business and Financial Management

1. Provide budget information to the community.

Facilities and Equipment

1. Analyze and accept building bids.
2. Direct a building security program.
3. Direct a grounds maintenance program.
4. Schedule public use of facilities.

Instructional Management

1. Direct student transportation.
2. Direct a student learning resource center.

Student Services

1. Administer student admissions.
2. Administer student orientation.
3. Administer student financial aid programs.
4. Administer student work study programs.
5. Administer the provision of guidance and testing.
6. Administer procedures for student records.
7. Provide a student handbook.
8. Insure adherence to student records privacy act.

Personnel Management

1. Participate in professional negotiations.
2. Direct personnel grievance procedures.
3. Provide a personnel learning resource center.

Responsibility Mode Agreement

Section I -- Business and Financial Management

Of the 23 tasks contained in Section I (Table 59):

Primary Responsibility -- No Agreement -- Less than 67 percent

2b. Review budget requests with program personnel
2d. Approve expenditures for programs
2e. Regulate spending patterns for programs.

Shared Responsibility -- Strong Agreement -- 67 percent or more

1a. All personnel salaries
1b. Fixed costs
1c. Support costs
1d. Facility costs
1e. Capital
1f. Supplies
1g. Written narrative information
1h. Presentation of requests to appropriate committees
2a. Allocate appropriations/funds within the institution
2c. Allocate appropriations/funds for programs
3a. Recommend changes in financial policies
3b. Direct financial procedures and practices
3c. Evaluate and change financial procedures and practices
4a. Direct practices and records for audits
4b. Direct procedures for student accounting
4c. Analyze program operation costs
4d. Prepare long-range budget plans
4e. Provide budget information to staff
4f. Determine insurance needs and costs
4g. Locate alternative sources of funding.

There was strong agreement about the responsibility mode for task completion in 20 of the 23 tasks in Section I. Also, three of the 23 were rated as primary responsibilities, and 20 were rated as shared.

Section II -- Facilities and Equipment

Of the 24 tasks contained in Section II (Table 60):

Shared Responsibility -- Strong Agreement -- 67 percent or more

1a. Conduct facility needs assessments
1b. Conduct facility feasibility assessments
1c. Prepare specifications for new facilities
1d. Prepare specifications for facility additions
1e. Prepare specifications for facility changes
1f. Recommend building sites
1g. Oversee architectural planning
1h. Analyze and accept equipment bids for programs

1i. Purchase new equipment and furnishings for programs
1j. Determine that all legal/extra-legal rules are met
2a. Direct use of facility for programs
2b. Direct an equipment/supply inventory system
2c. Direct a maintenance/repair program for facilities
2d. Direct a maintenance/repair program for program equipment
2e. Dispose of equipment and furnishings for programs
2f. Direct procedures and practices for safety in programs
2g. Analyze accidents for improvement of safety procedures
2h. Direct procedures for emergencies
2i. Evaluate facility operation
2j. Prepare long-range facility plans for programs
2k. Prepare long-range equipment plans for programs
2l. Insure conservation of energy in facilities
2m. Secure leased and rented facilities
2n. Recommend changes in facility policies.

There was strong agreement about the responsibility mode for task completion in all 24 tasks in Section II. All 24 tasks were rated as shared responsibilities.

Section III -- Program Planning, Development, and Evaluation

Of the 27 tasks contained in Section III (Table 61):

Primary Responsibility -- No Agreement -- Less than 67 percent

2l. Present program proposals to governing agencies
3a. Direct program evaluation procedures and practices.

Singular Responsibility -- No Agreement -- Less than 67 percent

1a. Direct business/industry needs assessments for programs
3g. Present program revision/closure proposals.

Shared Responsibility -- Strong Agreement -- 67 percent or more

1b. Direct student interest assessments for programs
1c. Evaluate local, state, and national manpower needs data
1d. Direct use of occupational task analysis studies
1e. Use community business/industry persons in planning
2e. Determine program facility needs
2g. Insure application of other legislative rules (CETA, etc.)
2h. Utilize state office and other personnel in program design
2j. Determine student selection criteria
2k. Direct program proposals
2m. Locate sources of operational funding
3e. Utilize state office and other personnel for evaluation
3f. Direct research for program revision
3h. Recommend changes in program policies.

Shared Responsibility -- No Agreement -- Less than 67 percent

1f. Use state office personnel in planning
2f. Insure application of all regulations to program design
2i. Direct program procedures and practices
3b. Determine program effectiveness based on objectives.

Assigns Responsibility -- Strong Agreement -- 67 percent or more

2a. Direct identification of job entry tasks
2b. Direct curriculum design
2c. Direct selection of instructional materials
2d. Determine program equipment and furnishing needs
3c. Direct student placement and follow up
3d. Direct employer follow up.

There was strong agreement about the responsibility mode for task completion in 19 of the 27 tasks in Section III. Further, two tasks were rated as primary responsibilities, two were rated as singular, 17 were rated as shared, and six were rated as tasks the local director assigns to others.

Section IV -- Instructional Management

Of the 29 tasks contained in Section IV (Table 62):

Primary Responsibility -- Strong Agreement -- 67 percent or more

3a. Coordinate programs within institutional objectives
3h. Serve as liaison between outside agencies and personnel
3i. Recommend changes in instructional policies.

Primary Responsibility -- No Agreement -- Less than 67 percent

1e. Insure adherence to FTE guidelines
1f. Direct procedures for program accountability
2b. Promote use of program advisory committees.

Singular Responsibility -- Strong Agreement -- 67 percent or more

1c. Direct student rules of conduct and behavior
1d. Direct student graduation criteria
2a. Direct validation of curriculum and revisions.

Singular Responsibility -- No Agreement -- Less than 67 percent

3g. Visit classrooms/shops during class time.

Shared Responsibility -- Strong Agreement -- 67 percent or more

1a. Direct student testing and grading practices
1b. Direct student records procedures
1g. Direct program articulation
2c. Direct supplemental/remedial support programs
2f. Direct and promote cooperative education programs
2g. Determine maximum/minimum class enrollments
2h. Direct out-of-sequence classes as needed
2i. Direct evening adult vocational education programs
2j. Provide special needs for ethnic minorities
2k. Provide special needs for handicapped/disadvantaged
2l. Promote the elimination of sexual bias
2m. Insure adherence to copyright laws
3b. Direct preparation of class schedules
3c. Direct preparation of facility usage schedules
3e. Provide guidance in the selection of instructional strategies
3f. Direct recordkeeping procedures.

Assigns Responsibility -- Strong Agreement -- 67 percent or more

2d. Direct and promote youth group/club activities
2e. Direct and promote student field trips
3d. Direct selection of instructional materials.

There was strong agreement about the responsibility mode for task completion in 25 of the 29 tasks in Section IV. Also, two tasks were rated as primary responsibilities, four were rated as singular, 16 were rated as shared, and three were rated as tasks the local director assigns to others.

Section V -- Student Services

Of the nine tasks contained in Section V (Table 63):

Shared Responsibility -- Strong Agreement -- 67 percent or more

1a. Administer student recruitment
1b. Administer student selection
2a. Direct procedures to insure student safety and health
2b. Direct procedures to hear student grievances
3a. Administer a job development program
3b. Administer a job placement program
3c. Administer an exit interview for drop-outs and graduates
3d. Evaluate student services program
3e. Recommend changes in student services policies.

There was strong agreement about the responsibility mode for task completion in all nine of the tasks in Section V. All tasks were rated as shared responsibilities.

Section VI -- Personnel Management

Of the 28 tasks contained in Section VI (Table 64):

Primary Responsibility -- Strong Agreement -- 67 percent or more

2c. Direct a personnel evaluation program.
2k. Conduct personnel meetings.

Primary Responsibility -- No Agreement -- Less than 67 percent

1a. Recruit personnel
1b. Select personnel
1h. Recommend personnel for employment
2b. Direct personnel in credential/certificate/license processes
2l. Prepare personnel memos
3c. Approve professional travel for personnel.

Singular Responsibility -- Strong Agreement -- 67 percent or more

2i. Recommend personnel renewals, non-renewals, etc.

Singular Responsibility -- No Agreement -- Less than 67 percent

2e. Negotiate personnel over-loads
2j. Counsel personnel on professional matters.

Shared Responsibility -- Strong Agreement -- 67 percent or more

1c. Induct personnel
1d. Prepare personnel job descriptions/specifications
1e. Interpret benefit program to personnel
1g. Maintain affirmative action in hiring procedures
2a. Participate in personnel grievance resolutions
2f. Supervise assigned classified staff
2g. Approve and schedule personnel leaves, vacations, etc.
2h. Maintain a personnel record/file system
2m. Direct committee work
2n. Provide a personnel handbook
3a. Direct professional development for personnel
3b. Provide personnel in-service training
3d. Encourage personnel to join professional organizations
3f. Recommend changes in personnel policies.

Shared Responsibility -- No Agreement -- Less than 67 percent

1f. Implement manpower studies of personnel
2d. Negotiate personnel work loads
3e. Evaluate personnel procedures and practices.

There was strong agreement about the responsibility mode for task completion in 17 of the 28 tasks in Section VI. Further, eight tasks were rated as primary responsibilities, three were rated as singular, and 17 were rated as shared.

Section VII -- Community-School Relations

Of the 21 tasks contained in Section VII (Table 65):

Primary Responsibility -- Strong Agreement -- 67 percent or more

1c. Promote the local advisory council for vocational education
1d. Participate in appropriate community groups and councils.

Singular Responsibility -- No Agreement -- Less than 67 percent

1a. Promote use of program advisory committees.

Primary Responsibility -- Strong Agreement -- 67 percent or more

1b. Participate in program advisory committees
1f. Direct a recognition program for students and others
1g. Meet with visitors
1h. Evaluate and recommend changes in community relations policies
2a. Support cooperative relationships between all school personnel
2b. Support cooperative relationships among vocational personnel
2c. Participate in shared governance processes
2d. Participate in school committee functions
2e. Develop cooperative arrangements with kindred agencies
2f. Evaluate and recommend changes in school relations policies
3a. Approve news releases about vocational matters to media
3b. Direct open houses and public displays
3c. Present speeches about vocational education to groups
3d. Prepare bulletins, flyers, and brochures about programs
3e. Prepare all vocational information in catalogs
3f. Visit with business and industry groups
3g. Evaluate and recommend changes in public relations policies.

Shared Responsibility -- No Agreement -- Less than 67 percent

1e. Interact with community service organizations.

There was strong agreement about the responsibility mode for task completion in 19 of the 21 tasks in Section VII. Two tasks were rated as primary responsibilities, one was rated as singular, and 18 were rated as shared.

Section VIII -- Professional Relations

Of the 24 tasks contained in Section VIII (Table 66):

Primary Responsibility -- Strong Agreement -- 67 percent or more

1a. Participate in professional organizations
1b. Provide input for vocational education legislation
1c. Develop professional relationships with other administrators
1d. Develop professional relationships with state agencies
1e. Use cooperative decision-making methods

1f. Plan and evaluate with objective methods
1g. Represent vocational education to agencies, groups, and others
1h. Maintain ethical standards
1i. Maintain professional conduct and appearance
1j. Identify problems, select alternatives, and make decisions
2a. Implement a personal professional growth plan
2b. Evaluate personal professional growth outcomes
2c. Develop effective human relations skills
2d. Know vocational materials, developments, and legislations
3b. Believe that helping others to achieve goals is important
3c. Open to ideas of others
3d. Involve key persons in the decision-making process
3e. Will arbitrate conflict
3f. Will compromise
3g. Will assimilate life style into jobs
3i. Use all resources to achieve objectives effectively
3j. Accept accountability for vocational education.

Primary Responsibility -- No Agreement -- Less than 67 percent

3a. Concern with improving the conditions of life for others
3h. Use capabilities of others in areas of their interest.

There was strong agreement about the responsibility mode for task completion in 22 of the 24 tasks in Section VIII, and all tasks were rated as primary responsibilities.

Table 68 summarizes the rating for all 185 tasks contained in the community/four-year college subpopulation portion of this study.

TABLE 68. Responsibility Mode Agreement Summary for the Community/Four-Year College Subpopulation.

Responsibility Mode and Agreement Rating	Number of Tasks	
Primary Responsibility -- Strong Agreement	29	
Primary Responsibility -- No Agreement	16	
Total		45
Singular Responsibility -- Strong Agreement	4	
Singular Responsibility -- No Agreement	6	
Total		10
Shared Responsibility -- Strong Agreement	113	
Shared Responsibility -- No Agreement	8	
Total		121
Assigns Responsibility -- Strong Agreement	9	
Assigns Responsibility -- No Agreement	0	
Total		9
Task Total		185

Summary

From Table 68:

1. One hundred fifty-five tasks have strong agreement (67 percent or more)
2. Thirty tasks have no agreement (less than 67 percent).

This is strong agreement on 84 percent of all tasks in the community/four-year college subpopulation portion of this study.

Further, of the 155 tasks that have strong agreement, the local director should complete:

1. Nineteen percent of all tasks as primary responsibilities
2. Two percent of all tasks as singular responsibilities
3. Seventy-three percent of all tasks as shared responsibilities
4. Six percent of all tasks through assignment to others.

POSITION GUIDES

Introduction

Along with determining the perceptions about what should be the tasks and responsibility relationships for task completion of the local director for vocational education in various area vocational schools and community/four-year colleges, this study also had the development of job descriptions and job specifications of the above mentioned local directors as its final objective.

This study used the format of "position guides" in order to meet this objective. A position guide is made up of two parts. The first part contains the position specifications, and the second part contains the personal qualifications. This format is widely used in both the private and public sectors to clearly state the job description and specifications of a position.

Position Specifications

The following is a brief description of the elements contained in the position specifications section of a position guide:

1. Position title -- as stated in the organizational chart
2. Primary function -- a general statement of the mission of the position
3. Major responsibilities -- a general statement of the goals of the position that describes broad activities and areas of function
4. Key duties -- specific statements that expand upon the major responsibilities
5. Organization relationships -- describe supervisory, coordinative, and other relationships that occur in the position's functions
6. Areas of authority -- describe the authority to initiate, control, and complete various key duties and areas of function
7. Performance expectations -- define the various parameters upon which the performance of the primary function, major responsibilities, and key duties are evaluated.

Personal Qualifications

The following is a brief description of the elements contained in the personal qualifications section of a position guide:

1. Education -- minimum education or training requirements
2. Experience -- minimum work experience in terms of length and type

3. Credential -- any type of license, certificate, or credential as issued by any regulating body
4. Required knowledge, skills, and abilities -- a list of general statements that outline the body of expertise required in the position.

Development Rationale

In order to translate the large list of tasks and the modes of responsibility for task completion that were generated by this study into the elements contained in a position guide, several rationales were used. Briefly:

1. The eight functional task clusters that were used in the questionnaires were used as a framework to develop the major responsibilities, key duties, areas of authority, and performance expectations
2. An analysis of the verbs contained in the task statements in the questionnaires revealed over 40 different usages. These verbs were classified in the following categories:
   a. Administer
   b. Supervise
   c. Direct
   d. Prepare
   e. Evaluate.

   This classification gave a framework from which to analyze and express each function cluster
3. The modes of responsibility for task completion were redefined as:
   a. Primary or delegated responsibility (response 4 or 5 on the questionnaire) -- in singular activity
   b. Delegated responsibility that is shared with others (response 3 on the questionnaire) -- in coordination with others
   c. Delegated responsibility that he/she assigns to others (response 2 on the questionnaire) -- in supervision of others.

   This classification also gave a framework from which to analyze and express each functional cluster.

Within the position specifications portion of a position guide, the key duties section is the most definitive statement about the activities performed. In order to give key duty statements a maximum utility, each statement was constructed with two components. The first component is labeled the "responsibility mode qualifier" and describes the modes of responsibility employed for task completion (see definitions in number 3 above).

An analysis of the functional task clusters revealed that more than one responsibility relationship often existed in the many tasks of each cluster. Therefore, the beginning phase of each key duty statement contains one or two responsibility mode qualifiers. When more than one of these qualifiers are given, they are presented in descending order

according to the frequency of occurrence in that task cluster. For example, "in singular activity and/or in supervision of others" indicates that the local director should complete a majority of the tasks in that functional cluster as primary or delegated responsibilities (response 4 or 5 on the questionnaire), and the remaining tasks should be completed by assignment to others (response 2 on the questionnaire).

The second component of the key duty statement is labeled the "activity qualifiers" and describes the general type of task category (see definitions in number 2 above).

An analysis of the functional task clusters revealed that several of the activity qualifier verbs occurred in each cluster. Therefore, the second section of each key duty statement contains several activity qualifiers. The activity qualifiers are also presented in their descending order of frequency occurrence in that task cluster.

After the preliminary position guides were developed, the advisory committee was again convened. The findings, data analysis, and position guides were given considerable evaluation. After some minor changes in position guide terminologies, the advisory committee recommended the findings, data analysis, and position guides for this report.

Position Guide -- Area Vocational School Sector

This position guide is intended for those local directors of vocational education in those various area vocational schools known as "independent" or stand alone, those operated by a BOCES, those operated by a school district, and those operated by more than one school district.

POSITION GUIDE

Part A: Position Specifications

Position Title: Local Director of Vocational Education, Area Vocational Schools

Primary Function: To provide leadership, supervision, and administration of vocational education.

Major Responsibilities: Responsible for the supervision and administration of vocational education finances, facilities, programs, instruction, students, personnel, community/school relations, and professional relations.

Key Duties:

Business and Financial Management -- In singular activity and/or in coordination with others--prepare, administer, direct, supervise, and evaluate vocational education budget processes.

Facilities and Equipment -- In coordination with others and/or in singular activity--administer, direct, prepare, supervise, and evaluate vocational education facilities and equipment.

Program Planning, Development, and Evaluation -- In singular activity and/or in coordination with others--direct, administer, supervise, and evaluate vocational education programs.

Instructional Management -- In supervision of others and/or in singular activity--direct, supervise, and administer the delivery of vocational education instruction.

Student Services -- In supervision of others--administer, direct, supervise, and evaluate vocational education student services.

Personnel Management -- In coordination with others and/or in singular activity--supervise, administer, direct, prepare, and evaluate vocational education personnel processes.

Community-School Relations -- In singular activity and/or in coordination with others--supervise, evaluate, prepare, administer, and direct vocational education community and school relations.

Professional Relations -- In singular activity--supervise, administer, and evaluate vocational education professional relations.

Organizational Relationships:

1. is under the general direction of his/her superintendent, BOCES director, or local council/board chairperson.
2. Coordinates with appropriate area vocational school personnel, agencies, and groups.
3. Supervises and directs all line, staff, faculty, support, and certified personnel within the area vocational school delivery system.
4. Consults with appropriate personnel in governing, coordinating, and kindred agencies.
5. Administers the area vocational school in relationship to the stated mission and goals of the institution.

Areas of Authority:

	Area	Authority
1.	Administer and supervise budgetary functions.	Full
2.	Administer and supervise facilities.	Full
3.	Administer and supervise programs and personnel.	Full
4.	Administer and supervise student services and community-school relations.	Full
5.	Implement procedures.	Full
6.	Recommend policy changes.	Full
7.	Deviate from policy.	None

Performance Expectations: Performance will be considered satisfactory according to:

1. The efficient and effective use of financial resources
2. The efficient and effective use of facilities and equipment
3. The efficient and effective design of programs
4. The efficient and effective delivery of programs
5. The efficient and effective delivery of student services
6. The efficient and effective supervision of personnel
7. The efficient and effective establishment of community-school relations
8. The efficient and effective maintenance of professional skills and relations.

Part B: Personal Qualifications

Education: An approved masters degree in vocational education.

Experience: Five years of vocationally reimbursable teaching experience, three of which must be in approved vocational service areas.

Credential: Must have or qualify to have a local director of vocational education credential as issued by the State Board of Community Colleges and Occupational Education.

Required Knowledge, Skills, and Abilities:

1. A thorough knowledge of the philosophy and mission of an area vocational school.
2. A thorough knowledge of vocational philosophy, principles, and practices.
3. A thorough knowledge of educational methods, techniques, and systems.
4. A thorough knowledge of administrative and supervisory philosophy, principles, and practices.
5. A thorough knowledge of administrative and supervisory methods, techniques, and systems.
6. The skills of written and oral communications.
7. The skills of administrative and supervisory processes.
8. The ability to develop positive professional relationships with others.
9. The ability to coordinate and cooperatively complete tasks with others.
10. The ability to develop and maintain professional knowledge, skills, and abilities.

Position Guide -- Community/Four-Year College Sector

This position guide is intended for those local directors of vocational education in state operated community colleges, local district community/junior colleges, and four-year colleges offering vocational education.

POSITION GUIDE

Part A: Position Specifications

Position Title: Local Director of Vocational Education, Community/ Four-Year Colleges

Primary Functions: To provide leadership, supervision, and administration of vocational education.

Major Responsibilities: Responsible for the supervision and administration of vocational education finances, facilities, programs, instruction, students, personnel, community-school relations, and professional relations.

Key Duties:

Business and Financial Management -- In coordination with others--prepare, administer, direct, supervise, and evaluate vocational education budget processes.

Facilities and Equipment -- In coordination with others--administer, direct, prepare, supervise, and evaluate vocational education facilities and equipment.

Program Planning, Development, and Evaluation -- In coordination with others and/or in supervision of others--direct, administer, supervise, and evaluate vocational education programs.

Instructional Management -- In coordination with others and/or in supervision of others--direct, supervise, and administer the delivery of vocational education programs.

Student Services -- In coordination with others--administer, direct, and evaluate vocational education student services.

Personnel Management -- In coordination with others--supervise, administer, direct, prepare, and evaluate vocational education personnel processes.

Community-School Relations -- In coordination with others--supervise, evaluate, prepare, administer, and direct vocational education community and school relations.

Professional Relations -- In singular activity--supervise, administer, and evaluate vocational education professional relations.

Organizational Relationships:

1. Is under the general direction of the president and/or his/her designee.
2. Coordinates with appropriate college personnel, agencies, and groups.
3. Supervises and directs all line, staff, faculty, support, and certified personnel within the college vocational education delivery system.
4. Consults with appropriate personnel in governing, coordinating, and kindred agencies.
5. Administers the vocational education system in relationship to the stated mission and goals of the institution.

Areas of Authority:

	Area	Authority
1.	Administer and supervise vocational budgetary functions.	Full
2.	Administer and supervise vocational facilities.	Full
3.	Administer and supervise vocational programs and personnel.	Full
4.	Administer and supervise student services and community-school relations.	Partial
5.	Implement procedures.	Full
6.	Recommend policy changes.	Full
7.	Deviate from policy.	None

Performance Expectations: Performance will be considered satisfactory according to:

1. The efficient and effective use of financial resources
2. The efficient and effective use of facilities and equipment
3. The efficient and effective design of programs
4. The efficient and effective delivery of programs
5. The efficient and effective delivery of student services
6. The efficient and effective supervision of personnel
7. The efficient and effective establishment of community-school relations
8. The efficient and effective maintenance of professional skills and relations.

Part B: Personal Qualifications

Education: An approved masters degree in vocational education.

Experience: Five years of vocationally reimbursable teaching experience, three of which must be in approved vocational service areas.

Credential: Must have or qualify to have a local director of vocational education credential as issued by the State Board of Community Colleges and Occupational Education.

Required Knowledge, Skills, and Abilities:

1. A thorough knowledge of the philosophy and mission of a comprehensive community college.
2. A thorough knowledge of vocational philosophy, principles, and practices.
3. A thorough knowledge of educational methods, techniques, and systems.
4. A thorough knowledge of administrative and supervisory philosophy, principles, and practices.
5. A thorough knowledge of administrative and supervisory methods, techniques, and systems.
6. The skills of written and oral communications.
7. The skills of administrative and supervisory processes.
8. The ability to develop positive professional relationships with others.
9. The ability to coordinate and cooperatively complete tasks with others.
10. The ability to develop and maintain professional knowledge, skills, and abilities.

RECOMMENDATIONS

Introduction

The purpose of this study was to determine the perceptions of what should be the tasks and responsibility roles of the local director of vocational education in various area vocational schools and community/four-year colleges and to produce job descriptions and job specifications for these local directors.

The task listings, responsibility mode relationship listings, and position guides illustrated earlier in this report are the products of this study.

These products may have several uses.

Possible Uses of Study Outcomes

The position guides should be useful in the recruitment and selection of a local director for vocational education. The general statements of title, primary function, and major responsibilities in the position specifications section as well as the general statements of education, experience, and credential in the personal qualifications section can be used for job vacancy announcements or job description sheets. The remaining portions of the position guide should be useful in developing selection criteria, interview criteria, and the like.

The position guides along with the task listings should be very helpful in developing management by objectives processes, performance evaluation criteria, and professional growth plans for the local director of vocational education.

While some local directors alledge that administrators either withhold certain key responsibilities and authorities or do not understand them, some administrators admit that they are not sure what the local director should do and be responsible for. The task listings should provide a comprehensive framework from which to evaluate current practices and plan possible changes. Whether all of the tasks in this study are used or only those that received strong agreement are used, the local director and his/her administrator should be able to negotiate a clear understanding. A careful analysis of the responsibility mode relationship listings may even result in organizational changes, increased efficiencies, and improved communications within the institution.

The State Board for Community Colleges and Occupational Education should be able to use the position guides, task listings, and responsibility mode relationship listings as a guideline to evaluate the local director in a local education agency. Further, the State Board may also evaluate the effectiveness and efficient use of the local director in the local education agency--that is, does the local director have the necessary responsibility, authority, and organizational relationships that are required for the delivery of quality vocational education.

Teacher educators should find the task listings useful in the evaluation and development of the vocational education administration curriculum.

A final tempering disclaimer is needed here. The products of this study, while measuring a select and limited population, are only general in nature. They are not meant to stand as exact tools for each of the above uses. But, within limits, these products can be used for at least a first approximation.

Phase II

The second phase of this project intends to measure the same perceptions and develop the same products for local directors of vocational education in single campus and multi-campus school districts as well as those employed by more than one school district. Several problems encountered in this study are listed below along with some suggestions in hopes that Phase II may be accomplished with fewer problems:

1. The questionnaires are long and difficult for the respondents--no alternative suggestion
2. Participants seemed to have difficulty in grasping the should concept and in understanding the definitions of the five responses (While the Delphi technique provides external validity, it also lacks group or personal contact with the participants. Phase II should consider modifying the process by either using a DACUM or interview process for the first questionnaire round. This could improve participant understanding and still leave the second and third rounds of instrumentation free from the influences that the Delphi technique intends to eliminate. This will increase the cost of Phase II.)
3. The participants in this study did not add new tasks and wrote few "minority opinions." This may have been due to the difficulty of the instruments or a lack of understanding (The suggestion for number 2 above may also improve this.)
4. While the commitment of participants in this study was excellent, the subpopulations in Phase II may be harder to identify and secure for the study (Commitments to participate and identification of persons for the population may require the researcher to make personal visits to the local education agencies. This will increase the cost of Phase II.).

APPENDICES

APPENDIX A

Advisory Committee, Letters, and Agendas

ADVISORY COMMITTEE MEMBERS
Administrative Tasks Performed
by Local Vocational Administrators

Members

Mr. Russell L. Blackman	Department of Vocational Education Colorado State University Fort Collins, CO 80523 491-7558
Dr. Robert F. Datteri	President Morgan Community College 300 Main Street Fort Morgan, CO 80701 867-8564
Mr. Paul W. Gaiser	Aims Community College P.O. Box 69 Greeley, CO 80631 353-8008
Mrs. Eleanor J. Knapp	2319 Rambouillet Drive Fort Collins, CO 80526 484-8973
Mr. John W. Lacey	Assistant Director Planning and Evaluation Branch State Board for Community Colleges and Occupational Education 207 State Services Building Denver, CO 80203 839-3192
Mr. George T. Lyon	Boulder Valley School District Re2(J) P.O. Box 9011 Boulder, CO 80301 447-1010, ext. 333
Dr. Donald Mankenberg	Community College of Denver North Campus 3645 West 112th Avenue Westminster, CO 80030 466-8811, ext. 425
Dr. Paul Miller	Aurora Vocational-Technical Center 500 Buckley Road Aurora, CO 80010 344-4910

Mr. Phill Peters	Central Arkansas Valley Occupational Center Otero Junior College La Junta, CO 81050
Dr. Curtis Phillips	Pueblo City School District #60 P.O. Box 575 Pueblo, CO 81002 549-7167
Mr. James Roorda	Supervisor Northeastern Region Planning State Board for Community Colleges and Occupational Education 207 State Services Building Denver, CO 80203 839-3192
Mrs. Joan Smith	Westminster School District 50 4476 West 68th Avenue Westminster, CO 80030 428-3511
Dr. Claude Stansberry	Superintendent Thompson School District R-2J 201 South Lincoln Avenue Loveland, CO 80537 669-3940
Mr. Jack Stoddard	Larimer County Vocational-Technical Center P.O. Box 2397 Fort Collins, CO 80522 226-2500

Research Assistant

Mr. James C. Hall	Morgan Community College 300 Main Street Fort Morgan, CO 80701 867-8564

Project Co-Directors

Dr. H. Earl Bowick	Larimer County BOCS P.O. Box 2397 Fort Collins, CO 80522 226-2500
Dr. Ivan E. Valentine	Department of Vocational Education Colorado State University Fort Collins, CO 80523 491-5758

September 5, 1979

Dear Advisory Committee Member:

We are pleased you are willing to serve as a member on the Advisory Committee for the project, "Role Clarification and the Determination of the Responsibilities for Administrative Tasks Performed by Local Vocational Administrators in Colorado."

The first meeting of the Advisory Committee will be held at Larimer County Vocational-Technical Center in Fort Collins on September 14th from 9:30 a.m. until 2:30 p.m. A copy of the project proposal, list of the Advisory Committee members, and the agenda has been included for your information.

If you have additional questions, please feel free to contact either of the Co-Directors.

Sincerely,

Dr. Ivan E. Valentine
Project Co-Director

Dr. H. Earl Bowick
Project Co-Director

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Enclosures

ADVISORY COMMITTEE MEETING AGENDA

Role Clarification and the Determination
of the Responsibilities
for Administrative Tasks Performed
by Local Vocational Administrators in Colorado

Larimer County Vocational-Technical Center
4616 South Shields
Administration Bldg., Room A36
Fort Collins, CO 80526

September 14, 1978
9:30 a.m. - 2:30 p.m.

9:30 - 10:00	Coffee
10:00 - 10:30	Introduction -- Project Purpose and Objectives
10:30 - 11:45	Group A - Identification of Vocational Administrative Tasks Jack Stoddard George T. Lyon Paul Miller Eleanor J. Knapp Phill Peters Group B - Identification of Administrative Tasks Donald Mankenberg Russell L. Blackman Curtis Phillips Joan Smith James Roorda Group C - Identification of Vocational Leadership Role and Responsibilities John W. Lacey Paul W. Gaiser Robert F. Datteri Claude Stansberry
11:45 - 1:15	Lunch
1:15 - 2:00	Members of Advisory Committee will individually rate the administrative tasks and leadership roles. Project Co-Directors will provide these forms and instruction for completing this task.
2:00 - 2:30	Projected future project activities and related tasks.
2:30	Adjournment

July 10, 1979

Dear Advisory Committee Member:

The second meeting of the advisory committee for the project, "Role Clarification and Determination of the Responsibilities for Administrative Tasks Performed by Local Vocational Administrators in Colorado," will be held on July 19th, 1979 from 9:30 a.m. to 2:00 p.m. at the Larimer County Vocational-Technical Center, 4616 South Shields, Fort Collins, Colorado.

At this meeting, the research associate and project co-directors will present to the advisory committee the major findings of the Delphi technique to determine the role of the local vocational administrator. We think you will be interested in reviewing the findings and assisting us in making recommendations for completing the final report for the project.

If you have additional questions, please feel free to contact either of the co-directors.

Sincerely,

Ivan Valentine

Dr. Ivan E. Valentine
Project Co-Director

Earl Bowick

Dr. H. Earl Bowick
Project Co-Director

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ADVISORY COMMITTEE MEETING AGENDA

Role Clarification and the Determination
of the Responsibilities
for Administrative Tasks Performed
by Local Vocational Administrators in Colorado

Larimer County Vocational-Technical Center
4616 South Shields
'B' Building, Room 61
Fort Collins, CO 80523

July 19, 1979
9:30 a.m. - 2:30 p.m.

9:30 - 10:00	Coffee
10:00 - 10:30	Review of Purpose and Objectives of Project
10:30 - 11:45	Review of Data Collection, Data Analysis, and Presentation of Findings
11:45 - 1:15	Lunch
1:15 - 2:00	Discussion by Members of Advisory Committee and Project Staff on Preparing the Results of Project in Final Report to State Board for Community Colleges and Occupational Education
2:00 - 2:30	Discuss Future Project to Complete Same Objectives for Local Directors of Vocational Education in Secondary Schools in Colorado. Phase II of the Original Proposal as New Project for 1979-1980
2:30	Adjournment

APPENDIX B

Jury of Experts

JURY OF EXPERTS

Mr. Russell L. Blackman
Credentialing Officer
Colorado State University

Mrs. Eleanor Knapp
Former Local Director
Rocky Ford School District

Mr. John W. Lacey
Assistant Director
Planning and Evaluation Branch
State Board for Community Colleges and Occupational Education

Dr. Curtis Phillips
Local Director
Pueblo City School District #60

Mr. James Roorda
Supervisor
Northeastern Region Planning
State Board for Community Colleges and Occupational Education

Mrs. Joan Smith
Local Director
Westminster School District #50

Dr. Claude Stansberry
Superintendent
Thompson School District R-2J

APPENDIX C

Commitment Letters and Form

Department of Vocational Education

Colorado State University
Fort Collins, Colorado
80523

November 10, 1978

Dear

This letter is to seek your support for and commitment to an important state-wide research project. The Colorado Council of Local Administrators supports this project, and the State Board for Community Colleges and Occupational Education has funded its implementation.

The results of this project will be specific job descriptions and specifications for local directors of vocational education in community colleges and independent area vocational schools. These job descriptions will be very useful to you in the processes of personnel selection, personnel evaluation, management by objectives, professional growth planning, reorganization, and in-service training.

The project results will be based on a "consensus" of what local directors should do in order to be effective managers of vocational education. The populations surveyed in the community college sector will be made up of: Deans, Associate Deans, Assistant Deans, and Directors (each having responsibility for vocational education and a credential as a local director), and the chief administrator of the colleges. The populations surveyed in the independent area vocational school sector will be made up of: Directors and Assistant Directors (each having responsibility for vocational education and a credential as a local director), and BOCES Chairpersons, Superintendents, Directors, or Governing Board Chairpersons, whichever is appropriately identified as the "supervisor" of the Director of the independent area vocational school.

Since this project is state wide, we need your input in order to achieve a complete range of responses. We need you to:

1. Identify all persons in your organization that perform as local directors of vocational education and hold a current credential as a local director as issued by the State Board for Community Colleges and Occupational Education.

2. Have each of these persons and yourself complete an enclosed commitment statement form, and return them by November 17th or sooner in the enclosed pre-addressed, stamped envelope. Since the validity of this project is dependent upon 100 percent participation and completion of three rounds of questionnaires, we must have a clear commitment from all respondents to see the project through.

We hope we have communicated the need, process, and usefulness of the results of this project so that you will be willing to commit yourself and your staff to this all important task. If you have any questions about the project, feel free to call us at (303) 491-5758. Of course, a final report will be sent to all participating schools.

Thank you for your commitment and effort in this project.

Sincerely,

Dr. Ivan E. Valentine
Project Co-Director

Dr. H. Earl Bowick
Project Co-Director

IEV/cim

Enclosures: Commitment Form(s)
Information Sheet
Return Envelope

Department of Vocational Education

Colorado State University
Fort Collins, Colorado
80523

November 10, 1978

Dear

This letter is to seek your support for and commitment to an important state-wide research project. The Colorado Council of Local Administrators supports this project, and the State Board for Community Colleges and Occupational Education has funded its implementation.

The results of this project will be specific job descriptions and specifications for local directors of vocational education in community colleges and independent area vocational schools. These job descriptions will be very useful to you in the processes of personnel selection, personnel evaluation, management by objectives, professional growth planning, reorganization, and in-service training.

The project results will be based on a "consensus" of what local directors should do in order to be effective managers of vocational education. The populations surveyed in the community college sector will be made up of: Deans, Associate Deans, Assistant Deans, and Directors (each having responsibility for vocational education and a credential as a local director), and the chief administrator of the colleges. The populations surveyed in the independent area vocational school sector will be made up of: Directors and Assistant Directors (each having responsibility for vocational education and a credential as a local director), and BOCES Chairpersons, Superintendents, Directors, or Governing Board Chairpersons, whichever is appropriately identified as the "supervisor" of the Director of the independent area vocational school.

Since this project is state wide, we need your input in order to achieve a complete range of repsonses. We need to have you complete an enclosed commitment statement form, and return it by November 17th or sooner in the enclosed pre-addressed, stamped envelope. Since the validity of this project is dependent upon 100 percent participation and completion of three rounds of questionnaires, we must have a clear commitment from all respondents to see the project through.

We hope we have communicated the need, process, and usefulness of the results of this project so that you will be willing to commit yourself to this all important task. If you have any questions about the project, feel free to call us at (303) 491-5758. Of course, a final report will be sent to all participating schools.

Thank you for your commitment and effort in this project.

Sincerely,

Dr. Ivan E. Valentine
Project Co-Director

Dr. H. Earl Bowick
Project Co-Director

IEV/cim

Enclosures: Commitment Form
Information Sheet
Return Envelope

DELPHI TECHNIQUE AND SCHEDULE OF ACTIVITIES

The research method will be a modified four-round Delphi technique. The first round consisted of a task listing of what Deans, Associate or Assistant Deans, Directors, and Assistant Directors of vocational education do. This input was sought from a selected group of identified leaders in vocational education. This input was then compared to other task listings gathered from a search of the literature in order to develop the first questionnaire.

It is anticipated that the three rounds of questionnaires in the modified Delphi method will each require less than 30 minutes to complete. Round one will consist of a detailed listing of tasks that will be rated in terms of the administrative responsibility that should be held by the local director. Round two will be a statistical feedback of round one and will ask for another rating along with dissenting opinions. Round three will again be a statistical feedback, will contain the dissenting opinions of round two, and will ask for a final rating. This process will give a consensus about the tasks and nature of responsibility that should be performed by the local director of vocational education in community colleges and independent area vocational schools.

In general, the time line will be:

	Mailed Out by	Returned by
Round One	December 1	December 15
Round Two	January 15	February 1
Round Three	March 1	March 15

COMMITMENT STATEMENT FOR STATE-WIDE RESEARCH PROJECT

"Job Descriptions and Specifications
for Local Directors of Vocational Education
in Community Colleges and Area Vocational Schools"

Name _____ Position _____

Name of Organization _____

Address of Organization _____

_____

City _____ Zip Code _____ Phone _____

Number of Years in Education _____

Number of Years in Present Position _____

The project will consist of three questionnaires. Each will require 30 minutes to complete. The time line will be:

	Mailed Out by	Returned by
Round One	December 1	December 15
Round Two	January 15	February 1
Round Three	March 1	March 15

I agree to participate in all three rounds of the modified Delphi technique.

Signature _____

Please return this in the pre-addressed, stamped envelope by November 17th or sooner. Thank you.

APPENDIX D

First-Round Cover Letters and Questionnaire

January 10, 1979

Dear Participant:

Thank you for agreeing to help us in our project to identify the tasks, the responsibility for task completion, and, ultimately, a job description for the local director of vocational education in your type of institution. The scope of this project includes both Colorado community colleges and designated area vocational schools that are not part of the community college system. Each sector will be treated separately throughout the project.

The enclosed questionnaire is the first of three questionnaires that you are asked to complete. Please read the instructions on the first page carefully before completing the questionnaire. Note that this first-round questionnaire will be your only opportunity to add tasks via the blanks marked "other." These additional tasks will appear on the second questionnaire and will be so identified.

The code marking on the last page of the questionnaire is for our use only. All data and identities will be completely confidential, and no data displays or references will be traceable to individual institutions or participants.

Please complete the questionnaire as soon as possible and return it in the enclosed envelope by January 26, 1979. The second questionnaire should be in your hands around the latter part of February, 1979.

Again, thank you for your assistance and valuable input.

Sincerely yours,

Jim Hall

Jim Hall
Project Research Assistant

JH/cim

Enclosures: Questionnaire
Return Envelope

TASKS OF A LOCAL DIRECTOR

INSTRUCTIONS:

1. Rate each task with an "X" in terms of responsibility for task completion that should be held by the local director of vocational education in your institution.
2. All tasks must be rated.
3. Read carefully the five-point scale listed below before rating the tasks.
4. You may wish to use a straight-edge in order to keep the tasks and your responses in line.
5. On the lines marked "other," you may add tasks that you believe have been omitted.
6. Return the completed questionnaire in the enclosed envelope by January 26, 1979.
7. If you have any questions, call at 491-5758.
8. The definitions for the five-point scale are:

1. SHOULD HAVE NO RESPONSIBILITY -- Should have no responsibility for task completion, but may provide data or input to others that do.
2. SHOULD HAVE DELEGATED RESPONSIBILITY THAT HE/SHE ASSIGNS TO OTHERS -- Should have delegated responsibility that is accountable to a higher administrator, but assigns the responsibility of task completion to others, such as assistants, instructors, etc.
3. SHOULD HAVE DELEGATED RESPONSIBILITY THAT IS SHARED WITH OTHERS -- Should have delegated responsibility that is jointly, along with others, accountable to a higher administrator for task completion.
4. SHOULD HAVE DELEGATED RESPONSIBILITY -- Should have delegated responsibility that is accountable to a higher administrator for task completion.
5. SHOULD HAVE PRIMARY RESPONSIBILITY -- Should have primary or final responsibility that is accountable only to governing boards or councils for task completion.

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Business & Financial Management					
1. Prepare general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Personnel salaries					
b. Fixed costs					
c. Support costs					
d. Facility costs					
e. Capital					
f. Supplies					
g. Written narrative information					
h. Presentation of requests to appropriate committees					
Other: _____					
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution					
b. Review budget requests with program personnel					
c. Allocate appropriations/funds for programs					
d. Approve expenditures for programs					
e. Regulate spending patterns for programs					
Other: _____					
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies					
b. Direct financial procedures and practices					
c. Evaluate and change financial procedures and practices					
Other: _____					
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits					
b. Direct procedures for student accounting					
c. Analyze program operation costs					
d. Prepare long-range budget plans					
e. Provide budget information to staff					
f. Provide budget information to the community					
g. Determine insurance needs and costs					
h. Locate alternative sources of funding					
Other: _____					

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Facilities & Equipment					
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessment					
b. Conduct facility feasibility assessments					
c. Prepare specifications for new facilities					
d. Prepare specifications for facility additions					
e. Prepare specifications for facility changes					
f. Recommend building sites					
g. Oversee architectural planning					
h. Analyze and accept building bids					
i. Analyze and accept equipment bids for programs					
j. Purchase new equipment and furnishings for programs					
k. Determine that all legal/extra-legal rules are met					
Other: _____					
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs					
b. Direct an equipment/supply inventory system					
c. Direct a maintenance/repair program for facilities					
d. Direct a maintenance/repair program for program equipment					
e. Dispose of equipment and furnishings for programs					
f. Direct a building security program					
g. Direct a grounds maintenance program					
h. Direct procedures and practices for safety in programs					
i. Analyze accidents for improvement of safety procedures					
j. Direct procedures for emergencies					
k. Schedule public use of facilities					
l. Evaluate facility operation					
m. Prepare long-range facility plans for programs					
n. Prepare long-range equipment plans for programs					
o. Insure conservation of energy in facilities					
p. Secure leased and rented facilities					
q. Recommend changes in facility policies					
Other: _____					
Program Planning, Development, & Evaluation					
1. Vocational program planning, to include:					
a. Direct business/industry need assessments for programs					
b. Direct student interest assessments for programs					
c. Evaluate local, state, and national manpower needs data					
d. Direct use of occupational task analysis studies					
e. Use community business/industry persons in planning					
f. Use state office personnel in planning					
Other: _____					

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. Vocational program development, to include:					
a. Direct identification of job entry tasks					
b. Direct curriculum design					
c. Direct selection of instructional materials					
d. Determine program equipment/furnishing needs					
e. Determine program facility needs					
f. Insure application of all regulations to program design					
g. Insure application of other legislative rules (CETA, etc.)					
h. Utilize state office and other personnel in program design					
i. Direct program procedures and practices					
j. Determine student selection criteria					
k. Direct program proposals					
l. Present program proposals to governing agencies					
m. Locate sources of operational funding					
Other: _____					
_____					
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices					
b. Determine program effectiveness based on objectives					
c. Direct student placement and follow up					
d. Direct employer follow up					
e. Utilize state office and other personnel for evaluation					
f. Direct research for program revision					
g. Present program revision/closure proposals					
h. Recommend changes in program policies					
Other: _____					
_____					
Instructional Management					
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices					
b. Direct student records procedures					
c. Direct student rules of conduct and behavior					
d. Direct student graduation criteria					
e. Insure adherence to FTE guidelines					
f. Direct procedures for program accountability					
g. Direct program articulation					
Other: _____					
_____					
2. Vocational program operations, to include:					
a. Direct validation of curriculum and revisions					
b. Promote use of program advisory committees					
c. Direct supplemental/remedial support programs					
d. Direct and promote youth group/club activities					
e. Direct and promote student field trips					
f. Direct and promote cooperative education programs					
g. Direct student transportation					
h. Determine minimum/maximum class enrollments					
i. Direct out-of-sequence classes as needed					
j. Direct evening adult vocational education programs					
k. Provide special needs for ethnic minorities					
l. Provide special needs for handicapped/disadvantaged					
m. Promote the elimination of sexual bias					
n. Insure adherence to copyright laws					
Other: _____					
_____					

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives					
b. Direct preparation of class schedules					
c. Direct preparation of facility usage schedules					
d. Direct selection of instructional materials					
e. Provide guidance in the selection of instructional strategies					
f. Direct a student learning resource center					
g. Direct recordkeeping procedures					
h. Visit classrooms/shops during class time					
i. Serve as liaison between outside agencies and personnel					
j. Recommend changes in instructional policies					
Other: _____					
_____					
Student Services					
1. Vocational student entrance, to include:					
a. Administer student recruitment					
b. Administer student selection					
c. Administer student admissions					
d. Administer student orientation					
e. Administer student financial aid programs					
f. Administer student work study programs					
g. Administer the provision of guidance and testing					
h. Administer procedures for student records					
Other: _____					
_____					
2. Vocational student welfare, to include:					
a. Provide a student handbook					
b. Insure adherence to student records privacy act					
c. Direct procedures to insure student safety and health					
d. Direct procedures to hear student grievances					
Other: _____					
_____					
3. Vocational student exit, to include:					
a. Administer a job development program					
b. Administer a job placement program					
c. Administer an exit interview for drop-outs and graduates					
d. Evaluate student services program					
e. Recommend changes in student services policies					
Other: _____					
_____					
Personnel Management					
1. Vocational personnel management, to include:					
a. Recruit personnel					
b. Select personnel					
c. Induct personnel					
d. Prepare personnel job descriptions/specifications					
e. Interpret benefit program to personnel					
f. Implement manpower studies of personnel					
g. Maintain affirmative action in hiring procedures					
h. Recommend personnel for employment					
Other: _____					
_____					

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. Vocational personnel services, to include:					
a. Participate in professional negotiations					
b. Direct personnel grievance procedures					
c. Participate in personnel grievance resolutions					
d. Direct personnel in credential/certificate/license processes					
e. Direct a personnel evaluation program					
f. Negotiate personnel work loads					
g. Negotiate personnel over-loads					
h. Supervise assigned classified staff					
i. Approve and schedule personnel leaves, vacations, etc.					
j. Maintain a personnel record/files system					
k. Recommend personnel renewals, non-renewals, etc.					
l. Counsel personnel on professional matters					
m. Conduct personnel meetings					
n. Prepare personnel memos					
o. Direct committee work					
p. Provide a personnel handbook					
Other: _____					
_____					
3. Vocational personnel development, to include:					
a. Provide a personnel learning resource center					
b. Direct professional development for personnel					
c. Provide personnel in-service training					
d. Approve professional travel for personnel					
e. Encourage personnel to join professional organizations					
f. Evaluate personnel procedures and practices					
g. Recommend changes in personnel policies					
Other: _____					
_____					
Community-School Relations					
1. Community relations, to include:					
a. Promote use of program advisory committees					
b. Participate in program advisory committees					
c. Promote the local advisory council for vocational education					
d. Participate in appropriate community groups and councils					
e. Interact with community service organizations					
f. Direct a recognition program for students and others					
g. Meet with visitors					
h. Evaluate and recommend changes in community relations policies					
Other: _____					
_____					
2. School relations, to include:					
a. Support cooperative relationships between all school personnel					
b. Support cooperative relationships among vocational personnel					
c. Participate in shared governance processes					
d. Participate in school committee functions					
e. Develop cooperative arrangements with kindred agencies					
f. Evaluate and recommend changes in school relations policies					
Other: _____					
_____					

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Public relations, to include:					
a. Approve news releases about vocational matters to media					
b. Direct open houses and public displays					
c. Present speeches about vocational education to groups					
d. Prepare bulletins, flyers, and brochures about programs					
e. Prepare all vocational information in catalogs					
f. Visit with business and industry groups					
g. Evaluate and recommend changes in public relations policies					
Other: _____					
_____					
Professional Relations					
1. Professional practices, to include:					
a. Participate in professional organizations					
b. Provide input for vocational education legislation					
c. Develop professional relationships with other administrators					
d. Develop professional relationships with state agencies					
e. Use cooperative decision-making methods					
f. Plan and evaluate with objective methods					
g. Represent vocational education to agencies, groups, and others					
h. Maintain ethical standards					
i. Maintain professional conduct and appearance					
j. Identify problems, select alternatives, and make decisions					
Other: _____					
_____					
2. Professional development, to include:					
a. Implement a personal professional growth plan					
b. Evaluate personal professional growth outcomes					
c. Develop effective human relations skills					
d. Know vocational materials, developments, and legislations					
Other: _____					
_____					
3. Professional attitude, to include:					
a. Concern with improving the conditions of life for others					
b. Believe that helping others to achieve goals is important					
c. Open to ideas of others					
d. Involve key persons in the decision-making process					
e. Will arbitrate conflict					
f. Will compromise					
g. Will assimilate life style into job					
h. Use capabilities of others in areas of their interest					
i. Use all resources to achieve objectives effectively					
j. Accept accountability for vocational education					
Other: _____					
_____					

APPENDIX E

Second-Round Cover Letter and Questionnaire
for the Area Vocational School Sector

February 23, 1979

Dear Participant:

Thank you for completing round one of the study to determine the administrative tasks of the local vocational director. Your group, the area vocational school group, has a 70 percent level of participation (N = 16), and seven of the nine institutions are represented. The key element now is that you all continue to see the study through.

Enclosed is the questionnaire for round two. This questionnaire is shorter by two tasks only. These tasks were deleted by your scoring "no responsibility" for the task more often than you scored the other possible ratings. No new tasks are added.

This questionnaire displays the distribution in percentages of your group's scorings for all of the remaining tasks from round one. The percentages are presented in the appropriate response boxes. In this way, you can see the first round opinions of all the participants in your group. These opinions may or may not affect your ratings for this second round. In many cases, the "voting" is clearly polarized; in others, it is not. By the end of round three, we hope to reach concensus on most tasks.

If your second rating is different from the majority of round one, we have provided sheets for you to write your opinions, if you wish. The instructions for this and the process involved are explained on the first sheet for "minority opinions" at the end of this questionnaire.

Several points should be reviewed. They are:

1. All tasks must be rated -- use a "X" marking
2. ATT tasks must have only one rating
3. Think in the context of what the local director in your institution should do and in what relationship of responsibility -- not what you do
4. Examine the definitions for responsibility -- primary responsibility is to governing bodies or oneself; all other modes of responsibility are to a higher administrator within the institution.

We are aware that these questionnaires are long and difficult. But if you complete this one, there is only one to go! So, again, thank you for your valued knowledge and considerable effort. Upon completion of this questionnaire return it in the enclosed envelope before March 16, 1979. Thank you.

Sincerely,

Jim Hall
Project Research Assistant

JH/cim

Enclosures: Questionnaire
Return Envelope

TASKS OF A LOCAL DIRECTOR

Round Two -- Area Vocational Schools

INSTRUCTIONS:

1. Rate each task with a "X" in terms of responsibility for task completion that should be held by the local director of vocational education in your institution.
2. All tasks must be rated.
3. Read carefully the five-point scale listed below before rating the tasks.
4. You may wish to use a straight-edge in order to keep the tasks and your responses in line.
5. Rate each task only once.
6. Return the completed questionnaire in the enclosed envelope by March 16, 1979.
7. If you have any questions, call at 491-5758.
8. The definitions for the five-point scale are:

1. SHOULD HAVE NO RESPONSIBILITY -- Should have no responsibility for task completion, but may provide data or input to others that do.
2. SHOULD HAVE DELEGATED RESPONSIBILITY THAT HE/SHE ASSIGNS TO OTHERS -- Should have delegated responsibility that is accountable to a higher administrator, but assigns the responsibility of task completion to others, such as assistants, instructors, etc.
3. SHOULD HAVE DELEGATED RESPONSIBILITY THAT IS SHARED WITH OTHERS -- Should have delegated responsibility that is jointly, along with others, accountable to a higher administrator for task completion.
4. SHOULD HAVE DELEGATED RESPONSIBILITY -- Should have delegated responsibility that is accountable to a higher administrator for task completion.
5. SHOULD HAVE PRIMARY RESPONSIBILITY -- Should have primary or final responsibility that is accountable only to governing boards or councils for task completion.

N = 16

Total of percentages do not equal 100 percent due to rounding.

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Business & Financial Management					
1. Prepare general fund, sponsored or special program, or local budgets for vocational education to include:					
a. All personnel salaries	37.5	0	37.5	0	25.0
b. Fixed costs	18.8	12.5	31.3	12.5	25.0
c. Support costs	6.3	6.3	43.8	6.3	37.5
d. Facility costs	6.3	12.5	50.0	6.3	25.0
e. Capital	25.0	0	37.5	6.3	31.3
f. Supplies	6.3	12.5	25.0	6.3	50.0
g. Written narrative information	6.3	12.5	18.8	12.5	50.0
h. Presentation of requests to appropriate committees	6.3	0	25.0	12.5	56.3
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution	0	18.8	31.3	0	50.0
b. Review budget requests with program personnel	0	12.5	12.5	12.5	62.3
c. Allocate appropriations/funds for programs	0	18.8	25.0	6.3	50.0
d. Approve expenditures for programs	0	18.8	12.5	12.5	56.3
e. Regulate spending patterns for programs	6.3	6.3	18.8	6.3	62.3
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies	6.3	6.3	25.0	6.3	56.3
b. Direct financial procedures and practices	0	18.8	18.8	18.8	43.8
c. Evaluate and change financial procedures and practices	12.5	6.3	18.8	25.0	37.5
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits	12.5	25.0	18.8	18.8	25.0
b. Direct procedures for student accounting	6.3	31.3	25.0	25.0	12.5
c. Analyze program operation costs	0	12.5	25.0	6.3	56.3
d. Prepare long-range budget plans	0	12.5	25.0	6.3	56.3
e. Provide budget information to staff	0	6.3	25.0	6.3	62.3
f. Provide budget information to the community	6.3	6.3	6.3	31.3	50.0
g. Determine insurance needs and costs	31.3	6.3	37.5	12.5	12.5
h. Locate alternative sources of funding	25.0	6.3	12.5	6.3	50.0

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Facilities & Equipment					
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessments	0	18.8	25.0	12.5	43.8
b. Conduct facility feasibility assessments	0	25.0	25.0	12.5	37.5
c. Prepare specifications for new facilities	0	6.3	56.3	18.8	18.8
d. Prepare specifications for facility additions	0	6.3	43.8	25.0	25.0
e. Prepare specifications for facility changes	0	6.3	43.8	25.0	25.0
f. Recommend building sites	25.0	6.3	25.0	18.8	25.0
g. Oversee architectural planning	18.8	12.5	12.5	18.8	37.5
h. Analyze and accept equipment bids for programs	6.3	25.0	31.3	12.5	25.0
i. Purchase new equipment and furnishings for programs	0	43.8	12.5	6.3	37.5
j. Determine that all legal/extra-legal rules are met	18.8	12.5	12.5	18.8	37.5
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs	0	18.8	18.8	12.5	50.0
b. Direct an equipment/supply inventory system	0	37.5	18.8	12.5	31.3
c. Direct a maintenance/repair program for facilities	12.5	25.0	31.3	6.3	25.0
d. Direct a maintenance/repair program for program equipment	0	31.3	31.3	12.5	25.0
e. Dispose of equipment and furnishings for programs	12.5	25.0	18.8	25.0	18.8
f. Direct a building security program	18.8	25.0	25.0	12.5	18.8
g. Direct procedures and practices for safety in programs	6.3	25.0	25.0	6.3	37.5
h. Analyze accidents for improvement of safety procedures	6.3	31.3	25.0	12.5	25.0
i. Direct procedures for emergencies	25.0	25.0	18.8	6.3	25.0
j. Schedule public use of facilities	12.5	43.8	12.5	6.3	25.0
k. Evaluate facility operation	12.5	12.5	31.3	18.8	25.0
l. Prepare long-range facility plans for programs	0	18.8	31.3	6.3	43.8
m. Prepare long-range equipment plans for programs	0	25.0	25.0	6.3	43.8
n. Insure conservation of energy in facilities	6.3	25.0	31.3	6.3	31.3
o. Secure leased and rented facilities	18.8	6.3	31.3	6.3	37.5
p. Recommend changes in facility policies	6.3	6.3	25.0	18.8	43.8
Program Planning, Development, & Evaluation					
1. Vocational program planning, to include:					
a. Direct business/industry needs assessments for programs	0	37.5	31.3	6.3	25.0
b. Direct student interest assessments for programs	0	37.5	37.5	0	25.0
c. Evaluate local, state, and national manpower needs data	0	25.0	37.5	6.3	31.3
d. Direct use of occupational task analysis studies	0	43.8	31.3	6.3	18.8
e. Use community business/industry persons in planning	0	18.8	37.5	0	43.8
f. Use state office personnel in planning	0	0	25.0	12.5	62.5
2. Vocational program development, to include:					
a. Direct identification of job entry tasks	0	43.8	18.8	18.8	18.8
b. Direct curriculum design	0	37.5	25.0	12.5	25.0
c. Direct selection of instructional materials	0	50.0	18.8	12.5	18.8
d. Determine program equipment/furnishing needs	0	43.8	18.8	12.5	25.0
e. Determine program facility needs	0	31.3	31.3	6.3	31.3
f. Insure application of all regulations to program design	0	25.0	18.8	0	56.3
g. Insure application of other legislative rules (CETA, etc.)	0	31.3	12.5	18.8	37.5
h. Utilize state office and other personnel in program design	0	12.5	25.0	12.5	50.0
i. Direct program procedures and practices	0	25.0	31.3	6.3	37.5
j. Determine student selection criteria	0	31.3	31.3	12.5	25.0
k. Direct program proposals	0	12.5	18.8	25.0	43.8
l. Present program proposals to governing agencies	0	6.3	25.0	12.5	56.3
m. Locate sources of operational funding	12.5	6.3	6.3	18.8	56.3

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices	0	12.5	37.5	6.3	43.8
b. Determine program effectiveness based on objectives	0	6.3	37.5	18.8	37.5
c. Direct student placement and follow up	0	31.3	37.5	6.3	25.0
d. Direct employer follow up	0	31.3	43.8	0	25.0
e. Utilize state office and other personnel for evaluation	0	12.5	56.3	6.3	25.0
f. Direct research for program revision	0	12.5	50.0	18.8	18.8
g. Present program revision/closure proposals	0	18.8	50.0	12.5	18.8
h. Recommend changes in program policies	0	12.5	50.0	6.3	31.3
Instructional Management					
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices	6.3	56.3	18.8	0	18.8
b. Direct student records procedures	0	50.0	25.0	6.3	18.8
c. Direct student rules of conduct and behavior	18.8	43.8	6.3	12.5	18.8
d. Direct student graduation criteria	12.5	31.3	25.0	12.5	18.8
e. Insure adherence to FTE guidelines	0	18.8	25.0	12.5	43.8
f. Direct procedures for program accountability	0	18.8	37.5	6.3	37.5
g. Direct program articulation	0	25.0	31.3	6.3	37.5
2. Vocational program operations, to include:					
a. Direct validation of curriculum and revisions	0	37.5	25.0	0	37.5
b. Promote use of program advisory committees	0	25.0	31.3	6.3	37.5
c. Direct supplemental/remedial support programs	0	25.0	50.0	0	25.0
d. Direct and promote youth group/club activities	0	62.5	12.5	6.3	18.8
e. Direct and promote student field trips	0	62.5	12.5	6.3	18.8
f. Direct and promote cooperative education programs	0	31.3	50.0	0	18.8
g. Direct student transportation	18.8	37.5	18.8	6.3	18.8
h. Determine minimum/maximum class enrollments	0	25.0	31.3	6.3	37.5
i. Direct out-of-sequence classes as needed	0	43.8	25.0	6.3	25.0
j. Direct evening adult vocational education programs	6.3	31.3	18.8	6.3	37.5
k. Provide special needs for ethnic minorities	12.5	31.3	31.3	0	25.0
l. Provide special needs for handicapped/disadvantaged	6.3	18.8	56.3	0	18.8
m. Promote the elimination of sexual bias	6.3	31.3	43.8	0	18.8
n. Insure adherence to copyright laws	0	50.0	31.3	0	18.8
3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives	0	12.5	37.5	0	50.0
b. Direct preparation of class schedules	12.5	25.0	18.8	12.5	31.3
c. Direct preparation of facility usage schedules	12.5	31.3	12.5	12.5	31.3
d. Direct selection of instructional materials	6.3	43.8	25.0	0	25.0
e. Provide guidance in the selection of instructional strategies	6.3	31.3	31.3	6.3	25.0
f. Direct a student learning resource center	6.3	43.8	12.5	6.3	31.3
g. Direct recordkeeping procedures	6.3	31.3	12.5	18.8	31.3
h. Visit classrooms/shops during class time	0	18.8	37.5	12.5	31.3
i. Serve as liaison between outside agencies and personnel	0	12.5	31.3	12.5	43.8
j. Recommend changes in instructional policies	0	12.5	37.5	6.3	43.8

	LOCAL DIPECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Student Services					
1. Vocational student entrance, to include:					
a. Administer student recruitment	6.3	56.3	18.8	6.3	12.5
b. Administer student selection	12.5	56.3	18.8	0	12.5
c. Administer student admissions	6.3	56.3	18.8	6.3	12.5
d. Administer student orientation	12.5	56.3	18.8	0	12.5
e. Administer student financial aid programs	6.3	68.8	6.3	6.3	12.5
f. Administer student work study programs	6.3	68.8	12.5	0	12.5
g. Administer the provision of guidance and testing	12.5	68.8	6.3	0	12.5
h. Administer procedures for student records	6.3	75.0	12.5	0	6.3
2. Vocational student welfare, to include:					
a. Provide a student handbook	0	62.5	6.3	12.5	18.8
b. Insure adherence to student records privacy act	6.3	50.0	18.8	12.5	12.5
c. Direct procedures to insure student safety and health	0	56.3	12.5	6.3	25.0
d. Direct procedures to hear student grievances	0	43.8	25.0	12.5	18.8
3. Vocational student exit, to include:					
a. Administer a job development program	0	75.0	12.5	0	12.5
b. Administer a job placement program	0	68.8	18.8	0	12.5
c. Administer an exit interview for drop-outs and graduates	0	62.5	25.0	0	12.5
d. Evaluate student services program	0	25.0	43.8	0	31.3
e. Recommend changes in student services policies	0	18.8	37.5	12.5	31.3
Personnel Management					
1. Vocational personnel management, to include:					
a. Recruit personnel	0	12.5	43.8	0	43.8
b. Select personnel	0	18.8	31.3	6.3	43.8
c. Induct personnel	0	31.3	18.8	12.5	37.5
d. Prepare personnel job descriptions/specifications	0	31.3	31.3	0	37.5
e. Interpret benefit program to personnel	12.5	31.3	25.0	12.5	18.8
f. Implement manpower studies of personnel	6.3	31.3	31.3	6.3	25.0
g. Maintain affirmative action in hiring procedures	0	25.0	43.8	6.3	25.0
h. Recommend personnel for employment	0	12.5	43.8	6.3	37.5
2. Vocational personnel services, to include:					
a. Participate in professional negotiations	25.0	12.5	25.0	6.3	31.3
b. Direct personnel grievance procedures	12.5	18.8	43.8	6.3	18.8
c. Participate in personnel grievance resolutions	0	12.5	56.3	0	31.3
d. Direct personnel in credential/certificate/license processes	0	43.8	6.3	12.5	37.5
e. Direct a personnel evaluation program	0	25.0	50.0	6.3	18.8
f. Negotiate personnel work loads	0	12.5	43.8	0	43.8
g. Negotiate personnel over loads	0	12.5	50.0	0	37.5
h. Supervise assigned classified staff	6.3	43.8	12.5	6.3	31.3
i. Approve and schedule personnel leaves, vacations, etc.	12.5	12.5	31.3	6.3	37.5
j. Maintain a personnel record/files system	12.5	31.3	31.3	12.5	12.5
k. Recommend personnel renewals, non-renewals, etc.	0	6.3	37.5	0	56.3
l. Counsel personnel on professional matters	0	12.5	31.3	6.3	50.0
m. Conduct personnel meetings	0	12.5	31.3	0	56.3
n. Prepare personnel memos	0	18.8	50.0	0	31.3
o. Direct committee work	0	25.0	37.5	6.3	31.3
p. Provide a personnel handbook	12.5	25.0	43.8	0	18.8

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational personnel development, to include:					
a. Provide a personnel learning resource center	18.8	18.8	43.8	0	18.8
b. Direct professional development for personnel	6.3	25.0	18.8	12.5	37.5
c. Provide personnel in-service training	6.3	18.8	37.5	12.5	25.0
d. Approve professional travel for personnel	0	18.8	31.3	6.3	43.8
e. Encourage personnel to join professional organizations	0	12.5	43.8	0	43.8
f. Evaluate personnel procedures and practices	6.3	18.8	37.5	6.3	31.3
g. Recommend changes in personnel policies	6.3	6.3	37.5	12.5	37.5
Community-School Relations					
1. Community relations, to include:					
a. Promote use of program advisory committees	0	12.5	25.0	18.8	43.8
b. Participate in program advisory committees	0	12.5	50.0	6.3	31.3
c. Promote the local advisory council for vocational education	0	6.3	37.5	18.8	37.5
d. Participate in appropriate community groups and councils	0	6.3	18.8	18.8	56.3
e. Interact with community service organizations	0	6.3	31.3	18.8	43.8
f. Direct a recognition program for students and others	0	37.5	25.0	12.5	25.0
g. Meet with visitors	0	18.8	50.0	0	31.3
h. Evaluate and recommend changes in community relations policies	6.3	6.3	37.5	12.5	37.5
2. School relations, to include:					
a. Support cooperative relationships between all school personnel	6.3	6.3	18.8	25.0	43.8
b. Support cooperative relationships among vocational personnel	0	6.3	25.0	18.8	50.0
c. Participate in shared governance processes	0	6.3	25.0	25.0	43.8
d. Participate in school community functions	6.3	6.3	25.0	18.0	43.8
e. Develop cooperative arrangements with kindred agencies	6.3	6.3	37.5	12.5	37.5
f. Evaluate and recommend changes in school relations policies	0	12.5	37.5	12.5	37.5
3. Public relations, to include:					
a. Approve news releases about vocational matters to media	0	25.0	25.0	12.5	37.5
b. Direct open houses and public displays	0	37.5	25.0	0	37.5
c. Present speeches about vocational education to groups	0	0	43.8	6.3	50.0
d. Prepare bulletins, flyers, and brochures about programs	0	50.0	25.0	6.3	18.8
e. Prepare all vocational information in catalogs	0	50.0	25.0	6.3	18.8
f. Visit with business and industry groups	0	12.5	31.3	12.5	43.8
g. Evaluate and recommend changes in public relations policies	0	6.3	37.5	6.3	50.0
Professional Relations					
1. Professional practices, to include:					
a. Participate in professional organizations	0	0	18.8	12.5	68.8
b. Provide input for vocational education legislation	0	0	18.8	18.8	62.5
c. Develop professional relationships with other administrators	0	0	18.8	6.3	75.0
d. Develop professional relationships with state agencies	0	0	25.0	12.5	62.5
e. Use cooperative decision-making methods	0	6.3	25.0	12.5	56.3
f. Plan and evaluate with objective methods	0	12.5	25.0	12.5	50.0
g. Represent vocational education to agencies, groups, and others	0	6.3	37.5	6.3	50.0
h. Maintain ethical standards	0	6.3	25.0	6.3	62.5
i. Maintain professional conduct and appearance	0	6.3	18.8	6.3	68.8
j. Identify problems, select alternatives, and make decisions	0	12.5	18.8	6.3	62.5

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. Professional development, to include:					
a. Implement a personal professional growth plan	6.3	0	25.0	6.3	62.5
b. Evaluate personal professional growth outcomes	6.3	0	31.3	12.5	50.0
c. Develop effective human relations skills	0	0	31.3	12.5	56.3
d. Know vocational materials, developments, and legislations	0	6.3	25.0	6.3	62.5
3. Professional attitudes, to include:					
a. Concern with improving the conditions of life for others	6.3	0	37.5	12.5	43.8
b. Believe that helping others to achieve goals is important	0	0	31.3	12.5	56.3
c. Open to ideas of others	0	0	37.5	6.3	56.3
d. Involve key persons in the decision-making process	0	0	31.3	6.3	62.5
e. Will arbitrate conflict	0	0	25.0	6.3	68.8
f. Will compromise	0	0	31.3	6.3	62.5
g. Will assimilate life style into job	0	0	25.0	6.3	68.8
h. Use capabilities of others in areas of their interest	0	0	18.8	12.5	68.8
i. Use all resources to achieve objectives effectively	0	0	18.8	18.8	62.5
j. Accept accountability for vocational education	0	0	25.0	6.3	68.8

MINORITY OPINIONS

These sheets are for your convenience to write "minority opinions" if you wish. If your rating of an item is very different from the majority of responses from round one, or if you just feel strongly enough to make a point, this is your opportunity to state your case.

All minority opinions will be summarized and displayed as part of the last questionnaire for round three. In this way, all participants will be able to "hear" your opinions.

When writing your minority opinions, please give:

1. The task cluster heading, i.e., Business & Financial Management, etc.
2. The number of the sub-cluster, i.e., 1, 2, etc.
3. The alpha label of the task you are writing about, i.e., a, b, etc.

APPENDIX F

Second-Round Cover Letter and Questionnaire
for the Community/Four-Year College Sector

February 23, 1979

Dear Participant:

Thank you for completing round one of the study to determine the administrative tasks of the local vocational director. Your group, the community college group, has an 85 percent level of participation (N = 35), and all institutions are represented. The key element now is that you all continue to see the study through.

Enclosed is the questionnaire for round two. This questionnaire is shorter by 18 tasks. These tasks were deleted by your scoring "no responsibility" for the task more often than you scored the other possible ratings. No new tasks are added.

This questionnaire displays the distribution in percentages of your group's scorings for all of the remaining tasks from round one. The percentages are presented in the appropriate response boxes. In this way, you can see the first round opinions of all the participants in your group. These opinions may or may not affect your ratings for this second round. In many cases, the "voting" is clearly polarized; in others, it is not. By the end of round three, we hope to reach concensus on most tasks.

If your second rating is different from the majority of round one, we have provided sheets for you to write your opinions if you wish. The instructions for this and the process involved are explained on the first sheet for "minority opinions" at the end of this questionnaire.

Several points should be reviewed. They are:

1. All tasks must be rated -- use a "X" marking
2. ATT tasks must have only one rating
3. THINK in the context of what the local director in your institution should do and in what relationship of responsibility -- not what you do
4. Examine the definitions for responsibility -- primary responsibility is to governing bodies or oneself; all other modes of responsibility are to a higher administrator within the institution.

We are aware that these questionnaires are long and difficult. But if you complete this one, there is only one to go! So, again, thank you for your valued knowledge and considerable effort. Upon completion of this questionnaire, return it in the enclosed envelope before March 16, 1979. Thank you.

Sincerely,

Jim Hall/cim

Jim Hall
Project Research Assistant

JH/cim

Enclosures: Questionnaire
Return Envelope

TASKS OF A LOCAL DIRECTOR

Round Two -- Community Colleges

INSTRUCTIONS:

1. Rate each task with a "X" in terms of responsibility for task completion that should be held by the local director of vocational education in your institution.
2. All tasks must be rated.
3. Read carefully the five-point scale listed below before rating the tasks.
4. You may wish to use a straight-edge in order to keep the tasks and your responses in line.
5. Rate each task only once.
6. Return the completed questionnaire in the enclosed envelope by March 16, 1979.
7. If you have any questions, call at 491-5758.
8. The definitions for the five-point scale are:

1. SHOULD HAVE NO RESPONSIBILITY -- Should have no responsibility for task completion, but may provide data or input to others that do.
2. SHOULD HAVE DELEGATED RESPONSIBILITY THAT HE/SHE ASSIGNS TO OTHERS -- Should have delegated responsibility that is accountable to a higher administrator, but assigns the responsibility of task completion to others, such as assistants, instructors, etc.
3. SHOULD HAVE DELEGATED RESPONSIBILITY THAT IS SHARED WITH OTHERS -- Should have delegated responsibility that is jointly, along with others, accountable to a higher administrator for task completion.
4. SHOULD HAVE DELEGATED RESPONSIBILITY -- Should have delegated responsibility that is accountable to a higher administrator for task completion.
5. SHOULD HAVE PRIMARY RESPONSIBILITY -- Should have primary or final responsibility that is accountable only to governing boards or councils for task completion.

N = 35

Total of percentages do not equal 100 percent due to rounding.

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Business & Financial Management					
1. Prepare general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. All personnel salaries	14.3	5.7	51.4	20.0	8.6
b. Fixed costs	17.1	2.9	51.4	20.0	8.6
c. Support costs	11.4	14.3	42.9	20.0	11.4
d. Facility costs	11.4	2.9	54.3	17.1	14.3
e. Capital	8.6	17.1	31.4	28.6	14.3
f. Supplies	0	31.4	20.0	22.9	25.7
g. Written narrative information	0	11.4	34.3	28.6	25.7
h. Presentation of requests to appropriate committees	5.7	5.7	45.7	28.6	14.3
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution	2.9	14.3	37.1	25.7	20.0
b. Review budget requests with program personnel	0	11.4	20.0	34.3	34.3
c. Allocate appropriations/funds for programs	0	8.6	28.6	28.6	34.3
d. Approve expenditures for programs	0	5.7	25.7	28.6	40.0
e. Regulate spending patterns for programs	2.9	5.7	22.9	34.3	34.3
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies	0	8.6	40.0	25.7	25.7
b. Direct financial procedures and practices	14.3	8.6	48.6	11.4	17.1
c. Evaluate and change financial procedures and practices	11.4	5.7	54.3	11.4	17.1
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits	25.7	5.7	37.1	17.1	14.3
b. Direct procedures for student accounting	28.6	5.7	34.3	20.0	11.3
c. Analyze program operation costs	5.7	5.7	37.1	22.9	28.6
d. Prepare long-range budget plans	0	8.6	45.7	28.6	17.1
e. Provide budget information to staff	0	8.6	40.0	14.3	37.1
f. Determine insurance needs and costs	37.1	11.4	40.0	5.7	5.7
g. Locate alternative sources of funding	5.7	5.7	51.4	17.1	20.0

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Facilities & Equipment					
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessments	2.9	11.4	40.0	31.4	14.3
b. Conduct facility feasibility assessments	2.9	8.6	48.6	28.6	11.4
c. Prepare specifications for new facilities	2.9	14.3	54.3	25.7	2.9
d. Prepare specifications for facility additions	5.7	11.4	60.0	20.0	2.9
e. Prepare specifications for facility changes	5.7	8.6	60.0	22.9	2.9
f. Recommend building sites	17.1	5.7	54.3	17.1	5.7
g. Oversee architectural planning	11.4	8.6	62.9	11.4	5.7
h. Analyze and accept equipment bids for programs	8.6	8.6	57.1	22.9	2.9
i. Purchase new equipment and furnishings for programs	0	14.3	51.4	28.6	5.7
j. Determine that all legal/extra-legal rules are met	20.0	0	48.6	20.0	11.4
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs	0	8.6	34.3	31.4	25.7
b. Direct an equipment/supply inventory system	8.6	25.7	37.1	17.1	11.4
c. Direct a maintenance/repair program for facilities	22.9	25.7	37.1	8.6	5.7
d. Direct a maintenance/repair program for program equipment	5.7	31.4	34.3	17.1	11.4
e. Dispose of equipment and furnishings for programs	5.7	11.4	62.9	14.3	5.7
f. Direct procedures and practices for safety in programs	0	28.6	31.4	22.9	17.1
g. Analyze accidents for improvement of safety procedures	0	20.0	42.9	20.0	17.1
h. Direct procedures for emergencies	8.6	20.0	45.7	17.1	8.6
i. Evaluate facility operation	11.4	5.7	42.9	22.9	17.1
j. Prepare long-range facility plans for programs	2.9	5.7	37.1	25.7	28.6
k. Prepare long-range equipment plans for programs	0	8.6	54.3	22.9	14.3
l. Insure conservation of energy in facilities	14.3	8.6	54.3	14.3	8.6
m. Secure leased and rented facilities	8.6	8.6	57.1	14.3	11.4
n. Recommend changes in facility policies	8.6	2.9	45.7	25.7	17.1
Program Planning, Development, & Evaluation					
1. Vocational program planning, to include:					
a. Direct business/industry needs assessments for programs	2.9	25.7	17.1	28.6	25.7
b. Direct student interest assessments for programs	2.9	25.7	37.1	17.1	17.1
c. Evaluate local, state, and national manpower needs data	0	11.4	42.9	25.7	20.0
d. Direct use of occupational task analysis studies	2.9	28.6	37.1	22.9	8.6
e. Use community business/industry persons in planning	0	8.6	31.4	28.6	31.4
f. Use state office personnel in planning	0	5.7	28.6	31.4	34.3
2. Vocational program development, to include:					
a. Direct identification of job entry tasks	0	51.4	28.6	8.6	11.4
b. Direct curriculum design	0	34.3	20.0	25.7	20.0
c. Direct selection of instructional materials	0	60.0	20.0	14.3	5.7
d. Determine program equipment/furnishing needs	0	40.0	37.1	17.1	5.7
e. Determine program facility needs	0	28.6	48.6	17.1	5.7
f. Insure application of all regulations to program design	0	8.6	37.1	34.3	20.0
g. Insure application of other legislative rules (CETA, etc.)	0	11.4	31.4	31.4	25.7
h. Utilize state office and other personnel in program design	0	11.4	42.9	28.6	17.1
i. Direct program procedures and practices	0	31.4	28.6	17.1	22.9
j. Determine student selection criteria	11.4	22.9	54.3	5.7	5.7
k. Direct program proposals	0	11.4	31.4	31.4	25.7
l. Present program proposals to governing agencies	0	2.9	20.0	37.1	40.0
m. Locate sources of operational funding	5.7	5.7	34.3	31.4	22.9

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices	0	5.7	20.0	34.3	40.0
b. Determine program effectiveness based on objectives	0	8.6	28.6	34.3	28.6
c. Direct student placement and follow up	2.9	51.4	25.7	14.3	5.7
d. Direct employer follow up	2.9	51.4	25.7	14.3	5.7
e. Utilize state office and other personnel for evaluation	0	5.7	54.3	28.6	11.4
f. Direct research for program revision	0	20.0	34.3	31.4	14.3
g. Present program revision/closure proposals	0	11.4	25.7	34.3	28.6
h. Recommend changes in program policies	0	11.4	31.4	22.9	34.3
Instructional Management					
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices	11.4	45.7	25.7	14.3	2.9
b. Direct student records procedures	28.6	40.0	22.9	8.6	0
c. Direct student rules of conduct and behavior	25.7	31.4	34.3	8.6	0
d. Direct student graduation criteria	11.4	20.0	42.9	17.1	8.6
e. Insure adherence to FTE guidelines	0	2.9	28.6	31.4	37.1
f. Direct procedures for program accountability	0	2.9	28.6	31.4	37.1
g. Direct program articulation	0	14.3	45.7	17.1	22.9
2. Vocational program operations, to include:					
a. Direct validation of curriculum and revisions	0	8.6	25.7	34.3	31.4
b. Promote use of program advisory committees	0	8.6	20.0	31.4	40.0
c. Direct supplemental/remedial support programs	5.7	20.0	37.1	17.1	20.0
d. Direct and promote youth group/club activities	11.4	42.9	20.0	11.4	14.3
e. Direct and promote student field trips	11.4	54.3	22.9	8.6	2.9
f. Direct and promote cooperative education programs	11.4	31.4	34.3	5.7	17.0
g. Determine maximum/minimum class enrollments	2.9	14.3	37.1	20.0	25.7
h. Direct out-of-sequence classes as needed	2.9	17.1	40.0	22.9	17.1
i. Direct evening adult vocational education programs	14.3	22.9	20.0	17.1	25.7
j. Provide special needs for ethnic minorities	8.6	25.7	34.3	11.4	20.0
k. Provide special needs for handicapped/disadvantaged	5.7	22.9	37.1	17.1	17.1
l. Promote the elimination of sexual bias	5.7	11.4	45.7	20.0	17.1
m. Insure adherence to copyright laws	11.4	20.0	37.1	17.1	14.3
3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives	0	8.6	31.4	25.7	34.3
b. Direct preparation of class schedules	0	37.1	40.0	11.4	11.4
c. Direct preparation of facility usage schedules	2.9	28.6	45.7	11.4	11.4
d. Direct selection of instructional materials	5.7	48.6	37.1	5.7	2.9
e. Provide guidance in the selection of instructional strategies	2.9	37.1	40.0	11.4	8.6
f. Direct recordkeeping procedures	20.0	20.0	40.0	8.6	11.4
g. Visit classrooms/shops during class time	0	11.4	28.6	34.3	25.7
h. Serve as liaison between outside agencies and personnel	0	8.6	14.3	31.4	45.7
i. Recommend changes in instructional policies	2.9	2.9	25.7	34.3	34.3
Student Services					
1. Vocational student entrance, to include:					
a. Administer student recruitment	20.0	25.7	45.7	5.7	2.9
b. Administer student selection	28.6	25.7	40.0	5.7	0
2. Vocational student welfare, to include:					
a. Direct procedures to insure student safety and health	20.0	25.7	37.1	11.4	5.7
b. Direct procedures to hear student grievances	25.7	11.4	40.0	11.4	11.4

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational student exit, to include:					
a. Administer a job development program	8.6	25.7	34.3	20.0	11.4
b. Administer a job placement program	8.6	28.6	37.1	17.1	8.6
c. Administer an exit interview for drop-outs and graduates	8.6	37.1	45.7	8.6	0
d. Evaluate student services program	28.6	20.0	31.4	11.4	8.6
e. Recommend changes in student services policies	14.3	8.6	51.4	20.0	5.7
Personnel Management					
1. Vocational personnel management, to include:					
a. Recruit personnel	0	14.3	14.3	34.3	37.1
b. Select personnel	0	11.4	28.6	22.9	37.1
c. Induct personnel	0	17.1	28.6	22.9	31.4
d. Prepare personnel job descriptions/specifications	0	11.4	31.4	28.6	28.6
e. Interpret benefit program to personnel	28.6	11.4	28.6	11.4	20.0
f. Implement manpower studies of personnel	22.9	17.1	20.0	17.1	22.9
g. Maintain affirmative action in hiring procedures	11.4	11.4	37.1	8.6	31.4
h. Recommend personnel for employment	0	5.7	8.6	40.0	45.7
2. Vocational personnel services, to include:					
a. Participate in personnel grievance resolutions	8.6	5.7	51.4	17.1	17.1
b. Direct personnel in credential/certificate/license processes	0	5.7	8.6	42.9	42.9
c. Direct a personnel evaluation program	0	11.4	20.0	34.3	34.3
d. Negotiate personnel work loads	2.9	5.7	28.6	34.3	28.6
e. Negotiate personnel over-loads	0	5.7	31.4	40.0	22.9
f. Supervise assigned classified staff	2.9	20.0	28.6	17.1	31.4
g. Approve and schedule personnel leaves, vacations, etc.	0	11.4	37.1	25.7	25.7
h. Maintain a personnel record/file system	11.4	8.6	48.6	22.9	8.6
i. Recommend personnel renewals, non-renewals, etc.	0	2.9	31.4	34.3	31.4
j. Counsel personnel on professional matters	5.7	5.7	20.0	34.3	34.3
k. Conduct personnel meetings	2.9	2.9	20.0	34.3	40.0
l. Prepare personnel memos	2.9	2.9	22.9	31.4	40.0
m. Direct committee work	2.9	11.4	37.1	25.7	22.9
n. Provide a personnel handbook	34.3	11.4	37.1	11.4	5.7
3. Vocational personnel development, to include:					
a. Direct professional development for personnel	2.9	5.7	31.4	31.4	28.6
b. Provide personnel in-service training	5.7	11.4	40.0	37.1	5.7
c. Approve professional travel for personnel	5.7	5.7	14.3	37.1	37.1
d. Encourage personnel to join professional organizations	5.7	5.7	34.3	28.6	25.7
e. Evaluate personnel procedures and practices	5.7	8.6	25.7	31.4	28.6
f. Recommend changes in personnel policies	2.9	5.7	40.0	34.3	17.1
Community-School Relations					
1. Community relations, to include:					
a. Promote use of program advisory committees	0	2.9	25.7	40.0	31.4
b. Participate in program advisory committees	0	20.0	31.4	31.4	17.1
c. Promote the local advisory council for vocational education	0	2.9	28.6	25.7	42.9
d. Participate in appropriate community groups and councils	0	2.9	31.4	31.4	34.3
e. Interact with community service organizations	2.9	2.9	37.1	28.6	28.6
f. Direct a recognition program for students and others	5.7	14.3	51.4	20.0	8.6
g. Meet with visitors	0	14.3	45.7	17.1	22.9
h. Evaluate and recommend changes in community relations policies	11.4	2.9	54.3	11.4	20.0

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. School relations, to include:					
a. Support cooperative relationships between all school personnel	0	2.9	57.1	17.1	22.9
b. Support cooperative relationships among vocational personnel	0	2.9	31.4	37.1	28.6
c. Participate in shared governance processes	2.9	8.6	57.1	17.1	14.3
d. Participate in school committee functions	0	11.4	48.6	25.7	14.3
e. Develop cooperative arrangements with kindred agencies	2.9	8.6	42.9	22.9	22.9
f. Evaluate and recommend changes in school relations policies	8.6	5.7	48.6	25.7	11.4
3. Public relations, to include:					
a. Approve news releases about vocational matters to media	11.4	14.3	25.7	25.7	22.9
b. Direct open houses and public displays	8.6	17.1	40.0	22.9	11.4
c. Present speeches about vocational education to groups	0	2.9	40.0	37.1	20.0
d. Prepare bulletins, flyers, and brochures about programs	2.9	31.4	40.0	17.1	8.6
e. Prepare all vocational information in catalogs	0	22.9	51.4	17.1	8.6
f. Visit with business and industry groups	0	5.7	40.0	31.4	22.9
g. Evaluate and recommend changes in public relations policies	8.6	8.6	51.4	20.0	11.4
Professional Relations					
1. Professional practices, to include:					
a. Participate in professional organizations	0	2.9	14.3	40.0	42.9
b. Provide input for vocational education legislation	2.9	2.9	17.1	34.3	42.9
c. Develop professional relationships with other administrators	0	2.9	17.1	31.4	48.6
d. Develop professional relationships with state agencies	0	2.9	11.4	37.1	48.6
e. Use cooperative decision-making methods	0	2.9	31.4	28.6	37.1
f. Plan and evaluate with objective methods	0	2.9	31.4	31.4	34.3
g. Represent vocational education to agencies, groups, and others	0	2.9	22.9	28.6	45.7
h. Maintain ethical standards	0	2.9	20.0	28.6	48.6
i. Maintain professional conduct and appearance	0	2.9	22.9	28.6	45.7
j. Identify problems, select alternatives, and make decisions	0	2.9	22.9	34.3	40.0
2. Professional development, to include:					
a. Implement a personal professional growth plan	0	2.9	17.1	37.1	42.9
b. Evaluate personal professional growth outcomes	0	2.9	25.7	34.3	37.1
c. Develop effective human relations skills	0	2.9	20.0	40.0	37.1
d. Know vocational materials, developments, and legislations	0	2.9	20.0	34.3	40.0
3. Professional attitude, to include:					
a. Concern with improving the conditions of life for others	2.9	2.9	22.9	40.0	31.4
b. Believe that helping others to achieve goals is important	0	2.9	17.1	37.1	42.9
c. Open to ideas of others	0	2.9	20.0	34.3	42.9
d. Involve key persons in the decision-making process	0	2.9	22.9	31.4	42.9
e. Will arbitrate conflict	0	2.9	17.1	40.0	40.0
f. Will compromise	0	2.9	17.1	34.3	45.7
g. Will assimilate life style into job	5.7	5.7	11.4	34.3	42.9
h. Use capabilities of others in areas of their interest	0	5.7	22.9	40.0	31.4
i. Use all resources to achieve objectives effectively	0	2.9	22.9	31.4	42.9
j. Accept accountability for vocational education	0	2.9	22.9	31.4	42.9

MINORITY OPINIONS

These sheets are for your convenience to write "minority opinions" if you wish. If your rating of an item is very different from the majority of responses from round one, or if you just feel strongly enough to make a point, this is your opportunity to state your case.

All minority opinions will be summarized and displayed as part of the last questionnaire for round three. In this way, all participants will be able to "hear" your opinions.

When writing your minority opinions, please give:

1. The task cluster heading, i.e., Business & Financial Management, etc.
2. The number of the sub-cluster, i.e., 1, 2, etc.
3. The alpha label of the task you are writing about, i.e., a, b, etc.

APPENDIX G

Third-Round Cover Letter and Questionnaire
for the Area Vocational School Sector

April 25, 1979

Thank you for completing round two of our study about the tasks of the local director for vocational education. The group N is still 16 which means that your group responded with 100 percent participation!

Enclosed is the questionnaire for round three, the last round. This is the final time that you are asked to give your valuable input. This data round is the most critical in that final results will be drawn from this data pool. This final round hopes to find the greatest concensus possible in your group. Therefore, it is most important that you complete this last round and openly consider the feedback percentages displayed in the response columns of the questionnaire before scoring your responses.

Your group supplied no "minority opinions" on the second round questionnaire. Three items were deleted via the majority vote of "no responsibility" method. These items were:

1. Recommend building sites
2. Dispose of equipment and furnishings for programs
3. Participate in professional negotiations.

The instructions on the first page of round three are the same as those for round two. Read them carefully. Please return the questionnaire in the enclosed envelope before May 11, 1979.

Again, thank you. We know this has been a difficult and time consuming process. Your institution will receive a copy of the final report near the end of this summer.

Sincerely,

Jim Hall
Project Research Assistant

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Enclosures: Questionnaire
Return Envelope

TASKS OF A LOCAL DIRECTOR

ROUND THREE -- AREA VOCATIONAL SCHOOLS

INSTRUCTIONS:

1. Rate each task with a "X" in terms of responsibility for task completion that should be held by the local director of vocational education in your institution.
2. All tasks must be rated.
3. Read carefully the five-point scale listed below before rating the tasks.
4. You may wish to use a straight-edge in order to keep the tasks and your responses in line.
5. Rate each task only once.
6. Return the completed questionnaire in the enclosed envelope by May 11, 1979.
7. If you have any questions, call at 491-5758.
8. The definitions for the five-point scale are:

1. SHOULD HAVE NO RESPONSIBILITY -- Should have no responsibility for task completion, but may provide data or input to others that do.
2. SHOULD HAVE DELEGATED RESPONSIBILITY THAT HE/SHE ASSIGNS TO OTHERS -- Should have delegated responsibility that is accountable to a higher administrator, but assigns the responsibility of task completion to others, such as assistants, instructors, etc.
3. SHOULD HAVE DELEGATED RESPONSIBILITY THAT IS SHARED WITH OTHERS -- Should have delegated responsibility that is jointly, along with others, accountable to a higher administrator for task completion.
4. SHOULD HAVE DELEGATED RESPONSIBILITY -- Should have delegated responsibility that is accountable to a higher administrator for task completion.
5. SHOULD HAVE PRIMARY RESPONSIBILITY -- Should have primary or final responsibility that is accountable only to governing boards or councils for task completion.

N = 16

Total of percentages do not equal 100 percent due to rounding.

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Business & Financial Management					
1. Prepare general fund, sponsored or special programs, or local budgets for vocational education to include:					
a. All personnel salaries	31.3		50.0		18.8
b. Fixed costs	18.8		43.8	12.5	25.0
c. Support costs	12.5		56.3		31.3
d. Facility costs	12.5		68.8		18.8
e. Capital	18.8		37.5	12.5	31.3
f. Supplies			31.3		68.8
g. Written narrative information			12.5		87.5
h. Presentation of requests to appropriate committees			6.3		93.8
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution			25.0		75.0
b. Review budget requests with program personnel			6.3	6.3	87.5
c. Allocate appropriations/funds for programs			31.3		68.8
d. Approve expenditures for programs		6.3		6.3	87.5
e. Regulate spending patterns for programs			6.3		93.8
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies			6.3	6.3	87.5
b. Direct financial procedures and practices	6.3		18.8	6.3	68.8
c. Evaluate and change financial procedures and practices	6.3		12.5	12.5	68.8
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits	25.0	12.5	31.3		31.3
b. Direct procedures for student accounting	6.3	12.5	50.0	12.5	18.8
c. Analyze program operation costs		6.3	6.3	6.3	81.3
d. Prepare long-range budget plans			6.3	6.3	87.5
e. Provide budget information to staff			6.3	6.3	87.5
f. Provide budget information to the community	12.5		6.3	12.5	68.8
g. Determine insurance needs and costs	37.5		43.8		18.8
h. Locate alternative sources of funding	18.8		12.5		68.8

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Facilities & Equipment					
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessments		6.3	12.5		81.3
b. Conduct facility feasibility assessments		12.5	18.8	6.3	62.5
c. Prepare specifications for new facilities	6.3		62.5	12.5	18.8
d. Prepare specifications for facility additions	6.3		56.3	18.8	18.8
e. Prepare specifications for facility changes	6.3		68.8	6.3	18.8
f. Oversee architectural planning	12.5		18.8	25.0	43.8
g. Analyze and accept equipment bids for programs	18.8		50.0	6.3	25.0
h. Purchase new equipment and furnishings for programs		43.8	6.3	12.5	37.5
i. Determine that all legal/extra-legal rules are met	25.0		6.3	6.3	62.5
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs				12.5	87.5
b. Direct an equipment/supply inventory system	6.3	50.0	6.3	12.5	25.0
c. Direct a maintenance/repair program for facilities	12.5	25.0	37.5	12.5	12.5
d. Direct a maintenance/repair program for program equipment	6.3	31.3	37.5	12.5	12.5
e. Direct a building security program	25.0	31.3	18.8	12.5	12.5
f. Direct procedures and practices for safety in programs		18.8	31.3	12.5	37.5
g. Analyze accidents for improvement of safety procedures		43.8	18.8	6.3	31.3
h. Direct procedures for emergencies	12.5	31.3	18.8	6.3	31.3
i. Schedule public use of facilities	6.3	56.3		12.5	25.0
j. Evaluate facility operation			50.0		50.0
k. Prepare long-range facility plans for programs	6.3		31.3		62.5
l. Prepare long-range equipment plans for programs	6.3	6.3	25.0	6.3	56.3
m. Insure conservation of energy in facilities		12.5	43.8	12.5	31.3
n. Secure leased and rented facilities	18.8	6.3	31.3		43.8
o. Recommend changes in facility policies			18.8	6.3	75.0
Program Planning, Development, & Evaluation					
1. Vocational program planning, to include:					
a. Direct business/industry needs assessments for programs		31.3	37.5	6.3	25.0
b. Direct student interest assessments for programs		37.5	37.5	6.3	18.8
c. Evaluate local, state, and national manpower needs data	6.3	6.3	56.3	6.3	25.0
d. Direct use of occupational task analysis studies		37.5	25.0	6.3	31.3
e. Use community business/industry persons in planning			31.3	6.3	62.5
f. Use state office personnel in planning			6.3	12.5	81.3
2. Vocational program development, to include:					
a. Direct identification of job entry tasks		56.3	6.3	6.3	31.3
b. Direct curriculum design		50.0	12.5		37.5
c. Direct selection of instructional materials		68.8		6.3	25.0
d. Determine program equipment/furnishing needs		62.5	6.3	12.5	18.8
e. Determine program facility needs		31.3	37.5	6.3	25.0
f. Insure application of all regulations to program design		18.8	6.3		75.0
g. Insure application of other legislative rules (CETA, etc.)		18.8		12.5	68.8
h. Utilize state office and other personnel in program design	6.3		12.5		81.3
i. Direct program procedures and practices		6.3	37.5		56.3
j. Determine student selection criteria	6.3	25.0	50.0	6.3	12.5
k. Direct program proposals	6.3		6.3	12.5	75.0
l. Present program proposals to governing agencies	6.3		12.5	12.5	68.8
m. Locate sources of operational funding			25.0	6.3	68.8

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices			37.5	6.3	56.3
b. Determine program effectiveness based on objectives			56.3	12.5	31.3
c. Direct student placement and follow up		37.5	31.3	12.5	18.8
d. Direct employer follow up		37.5	31.3	6.3	25.0
e. Utilize state office and other personnel for evaluation		6.3	62.5	12.5	18.8
f. Direct research for program revision			68.8	6.3	25.0
g. Present program revision/closure proposals			68.8	6.3	25.0
h. Recommend changes in program policies			68.8	12.5	18.8
Instructional Management					
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices	6.3	62.5	12.5	6.3	12.5
b. Direct student records procedures	6.3	62.5	12.5	6.3	12.5
c. Direct student rules of conduct and behavior	6.3	56.3	6.3	12.5	18.8
d. Direct student graduation criteria	6.3	50.0	18.8	12.5	12.5
e. Insure adherence to FTE guidelines	6.3		12.5		81.3
f. Direct procedures for program accountability	6.3		31.3		62.5
g. Direct program articulation	6.3		31.3	6.3	56.3
2. Vocational program operations, to include:					
a. Direct validation of curriculum and revisions	6.3	31.3	12.5	6.3	43.8
b. Promote use of program advisory committees			18.8	12.5	68.8
c. Direct supplemental/remedial support programs	6.3	18.8	50.0	6.3	18.8
d. Direct and promote youth group/club activities		68.8		6.3	25.0
e. Direct and promote student field trips		68.8		12.5	18.8
f. Direct and promote cooperative education programs	6.3	25.0	37.5	6.3	25.0
g. Direct student transportation	12.5	50.0	12.5	12.5	12.5
h. Determine minimum/maximum class enrollments	12.5	6.3	31.3		50.0
i. Direct out-of-sequence classes as needed	6.3	50.0	12.5	6.3	25.0
j. Direct evening adult vocational education programs	6.3	50.0	6.3	6.3	31.3
k. Provide special needs for ethnic minorities	6.3	25.0	43.8	6.3	18.8
l. Provide special needs for handicapped/disadvantaged	6.3	6.3	68.8	6.3	12.5
m. Promote the elimination of sexual bias		6.3	62.5	6.3	25.0
n. Insure adherence to copyright laws		56.3	18.8	6.3	18.8
3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives			25.0	6.3	68.8
b. Direct preparation of class schedules		31.3	18.8	6.3	43.8
c. Direct preparation of facility usage schedules		37.5	6.3	12.5	43.8
d. Direct selection of instructional materials		62.5		6.3	31.3
e. Provide guidance in the selection of instructional strategies		50.0	18.8	12.5	18.8
f. Direct a student learning resource center		68.8		12.5	18.8
g. Direct recordkeeping procedures		56.3	6.3	6.3	31.3
h. Visit classrooms/shops during class time			43.8	6.3	50.0
i. Serve as liaison between outside agencies and personnel			31.3	6.3	62.5
j. Recommend changes in instructional policies			43.8	6.3	50.0

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Student Services					
1. Vocational student entrance, to include:					
a. Administer student recruitment		62.5	12.5	6.3	18.8
b. Administer student selection	6.3	62.5	6.3	6.3	18.8
c. Administer student admissions	6.3	68.8		6.3	18.8
d. Administer student orientation	6.3	68.8		6.3	18.8
e. Administer student financial aid programs	6.3	62.5	6.3	6.3	18.8
f. Administer student work study programs	6.3	68.8		6.3	18.8
g. Administer the provision of guidance and testing	6.3	62.5	6.3	6.3	18.8
h. Administer procedures for student records	6.3	68.8		6.3	18.8
2. Vocational student welfare, to include:					
a. Provide a student handbook		62.5	12.5	6.3	18.8
b. Insure adherence to student records privacy act		68.8	6.3	6.3	18.8
c. Direct procedures to insure student safety and health		75.0		6.3	18.8
d. Direct procedures to hear student grievances		62.5	12.5	6.3	18.8
3. Vocational student exit, to include:					
a. Administer a job development program		68.8	6.3	6.3	18.8
b. Administer a job placement program		75.0		6.3	18.8
c. Administer an exit interview for drop-outs and graduates		75.0		6.3	18.8
d. Evaluate student services program		12.5	43.8	6.3	37.5
e. Recommend changes in student services policies		6.3	62.5	6.3	25.0
Personnel Management					
1. Vocational personnel management, to include:					
a. Recruit personnel			50.0		50.0
b. Select personnel			50.0	6.3	43.8
c. Induct personnel		12.5	18.8	6.3	62.5
d. Prepare personnel job descriptions/specifications		6.3	37.5		56.3
e. Interpret benefit program to personnel		37.5	31.3	6.3	25.0
f. Implement manpower studies of personnel		25.0	37.5		37.5
g. Maintain affirmative action in hiring procedures			62.5		37.5
h. Recommend personnel for employment			62.5		37.5
2. Vocational personnel services, to include:					
a. Direct personnel grievance procedures	25.0		62.5		12.5
b. Participate in personnel grievance resolutions	12.5		62.5		25.0
c. Direct personnel in credential/certificate/license processes	12.5	43.8	6.3	6.3	31.3
d. Direct a personnel evaluation program	6.3	6.3	56.3		31.3
e. Negotiate personnel work loads	12.5	6.3	50.0		31.3
f. Negotiate personnel over loads	12.5	6.3	43.8		37.5
g. Supervise assigned classified staff		50.0	12.5	6.3	31.3
h. Approve and schedule personnel leaves, vacations, etc.	12.5	12.5	18.8		56.3
i. Maintain a personnel record/files system	12.5	25.0	37.5	6.3	18.8
j. Recommend personnel renewals, non-renewals, etc.	6.3	6.3	12.5		75.0
k. Counsel personnel on professional matters	6.3		31.3		62.5
l. Conduct personnel meetings	6.3		18.8		75.0
m. Prepare personnel memos	6.3		56.3		37.5
n. Direct committee work	6.3	25.0	37.5	6.3	25.0
o. Provide a personnel handbook	6.3	6.3	68.8	6.3	12.5

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational personnel development, to include:					
a. Provide a personnel learning resource center	18.8		56.3	6.3	18.8
b. Direct professional development for personnel		18.8	25.0	6.3	50.0
c. Provide personnel in-service training	6.3		62.5		31.3
d. Approve professional travel for personnel	6.3	6.3	18.8		68.8
e. Encourage personnel to join professional organizations		6.3	43.8		50.0
f. Evaluate personnel procedures and practices	6.3		56.3	6.3	31.3
g. Recommend changes in personnel policies	6.3		62.5		31.3
Community-School Relations					
1. Community relations, to include:					
a. Promote use of program advisory committees			18.8		81.3
b. Participate in program advisory committees		6.3	50.0	6.3	37.5
c. Promote the local advisory council for vocational education			31.3	6.3	62.5
d. Participate in appropriate community groups and councils			6.3		93.8
e. Interact with community service organizations			25.0		75.0
f. Direct a recognition program for students and others		56.3	18.8		25.0
g. Meet with visitors		6.3	56.3		37.5
h. Evaluate and recommend changes in community relations policies			50.0		50.0
2. School relations, to include:					
a. Support cooperative relationships between all school personnel			12.5	12.5	75.0
b. Support cooperative relationships among vocational personnel			18.8		81.3
c. Participate in shared governance processes			18.8		81.3
d. Participate in school community functions		6.3	6.3		87.5
e. Develop cooperative arrangements with kindred agencies		6.3	31.3	6.3	56.3
f. Evaluate and recommend changes in school relations policies		6.3	43.8		50.0
3. Public relations, to include:					
a. Approve news releases about vocational matters to media		12.5	25.0	12.5	50.0
b. Direct open houses and public displays		50.0	12.5	6.3	31.3
c. Present speeches about vocational education to groups			50.0		50.0
d. Prepare bulletins, flyers, and brochures about programs		62.5		12.5	25.0
e. Prepare all vocational information in catalogs		56.3	6.3	6.3	31.3
f. Visit with business and industry groups			43.8	6.3	50.0
g. Evaluate and recommend changes in public relations policies			50.0		50.0
Professional Relations					
1. Professional practices, to include:					
a. Participate in professional organizations			6.3	6.3	87.5
b. Provide input for vocational education legislation			6.3		93.8
c. Develop professional relationships with other administrators			6.3	6.3	87.5
d. Develop professional relationships with state agencies				6.3	93.8
e. Use cooperative decision-making methods			12.5		87.5
f. Plan and evaluate with objective methods			12.5		87.5
g. Represent vocational education to agencies, groups, and others			25.0		75.0
h. Maintain ethical standards				6.3	93.8
i. Maintain professional conduct and appearance			6.3		93.8
j. Identify problems, select alternatives, and make decisions		6.3			93.8

	LOCAL DIRECTORS SHOULD HAVE					
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility	
2. Professional development, to include:						
a. Implement a personal professional growth plan			6.3	12.5	81.3	
b. Evaluate personal professional growth outcomes			6.3		93.8	
c. Develop effective human relations skills			6.3	6.3	87.5	
d. Know vocational materials, development, and legislations			12.5		87.5	
3. Professional attitudes, to include:						
a. Concern with improving the conditions of life for others			25.0	6.3	68.8	
b. Believe that helping others to achieve goals is important			18.8		81.3	
c. Open to ideas of others			6.3		93.8	
d. Involve key persons in the decision-making process			6.3		93.8	
e. Will arbitrate conflict			12.5		87.5	
f. Will compromise				6.3	93.8	
g. Will assimilate life style into job			6.3	6.3	87.5	
h. Use capabilities of others in areas of their interest			12.5		87.5	
i. Use all resources to achieve objectives affectively			6.3		93.8	
j. Accept accountability for vocational education			12.5		87.5	

APPENDIX H

Third-Round Cover Letter and Questionnaire
for the Community/Four-Year College Sector

April 25, 1979

Thank you for completing round two of our study about the tasks of the local director for vocational education. The group N is still 35 which means that your group responded with 100 percent participation!

Enclosed is the questionnaire for round three, the last round. This is the final time that you are asked to give your valuable input. This data round is the most critical in that final results will be drawn from this data pool. This final round hopes to find the greatest concensus possible in your group. Therefore, it is most important that you complete this last round and openly consider the feedback percentages displayed in the response columns of the questionnaire before scoring your responses.

Your group supplied several "minority opinions" on the second-round questionnaire. These statements are prominently displayed in the instrument and relate to the item that is asterisked (*) on that page. No items were deleted via the majority vote of "no responsibility" method on round two.

The instructions on the first page of round three are the same as those for round two. Read them carefully. Please return the questionnaire in the enclosed envelope before May 11, 1979.

Again, thank you. We know this has been a difficult and time consuming process. Your institution will receive a copy of the final report near the end of this summer.

Sincerely,

Jim Hall
Project Research Assistant

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Enclosures: Questionnaire
Return Envelope

TASKS OF A LOCAL DIRECTOR

ROUND THREE -- COMMUNITY COLLEGES

INSTRUCTIONS:

1. Rate each task with a "X" in terms of responsibility for task completion that should be held by the local director of vocational education in your institution.
2. All tasks must be rated.
3. Read carefully the five-point scale listed below before rating the tasks.
4. You may wish to use a straight-edge in order to keep the tasks and your responses in line.
5. Rate each task only once.
6. Return the completed questionnaire in the enclosed envelope by May 11, 1979.
7. If you have any questions, call at 491-5758.
8. The definitions for the five-point scale are:

1. SHOULD HAVE NO RESPONSIBILITY -- Should have no responsibility for task completion, but may provide data or input to others that do.
2. SHOULD HAVE DELEGATED RESPONSIBILITY THAT HE/SHE ASSIGNS TO OTHERS -- Should have delegated responsibility that is accountable to a higher administrator, but assigns the responsibility of task completion to others, such as assistants, instructors, etc.
3. SHOULD HAVE DELEGATED RESPONSIBILITY THAT IS SHARED WITH OTHERS -- Should have delegated responsibility that is jointly, along with others, accountable to a higher administrator for task completion.
4. SHOULD HAVE DELEGATED RESPONSIBILITY -- Should have delegated responsibility that is accountable to a higher administrator for task completion.
5. SHOULD HAVE PRIMARY RESPONSIBILITY -- Should have primary or final responsibility that is accountable only to governing boards or councils for task completion.

N = 35

Total of percentages do not equal 100 percent due to rounding.

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Business & Financial Management					
1. Prepare general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. All personnel salaries	5.7	2.9	85.7	5.7	
b. Fixed costs	11.4		77.1	5.7	5.7
c. Support costs	5.7	2.9	85.7	5.7	
d. Facility costs	2.9	2.9	85.7	5.7	2.9
e. Capital		5.7	77.1	14.3	2.9
f. Supplies		31.4	45.7	14.3	8.6
g. Written narrative information		2.9	74.3	5.7	17.1
h. Presentation of requests to appropriate committees	2.9		88.6	5.7	2.9
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution	2.9	2.9	82.9	5.7	5.7
b. Review budget requests with program personnel		5.7	25.7	31.4	37.1
c. Allocate appropriations/funds for programs		5.7	45.7	11.4	37.1
d. Approve expenditures for programs		5.7	22.9	20.0	51.4
e. Regulate spending patterns for programs		2.9	14.3	31.4	51.4
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies		2.9	77.1	2.9	17.1
b. Direct financial procedures and practices	8.6	2.9	77.1	5.7	5.7
c. Evaluate and change financial procedures and practices	5.7		85.7	2.9	5.7
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits	20.0	2.9	68.6	5.7	2.9
b. Direct procedures for student accounting	20.0		65.7	11.4	2.9
c. Analyze program operation costs		2.9	65.7	11.4	20.0
d. Prepare long-range budget plans		2.9	82.9	8.6	5.7
e. Provide budget information to staff	2.9		80.0	5.7	11.4
*f. Determine insurance needs and costs	28.6	5.7	62.9	2.9	
g. Locate alternative sources of funding	2.9	2.9	85.7	2.9	5.7

*Minority Opinion

Should be done by an individual with experience and expertise - not by the local director.

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Facilities & Equipment					
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessments			91.4	5.7	2.9
b. Conduct facility feasibility assessments			88.6	8.6	2.9
c. Prepare specifications for new facilities		2.9	91.4	5.7	
d. Prepare specifications for facility additions			97.1	2.9	
e. Prepare specifications for facility changes			97.1	2.9	
f. Recommend building sites	17.1		82.9		
g. Oversee architectural planning	8.6		91.4		
h. Analyze and accept equipment bids for programs	8.6		88.6	2.9	
i. Purchase new equipment and furnishings for programs			91.4	5.7	2.9
j. Determine that all legal/extra-legal rules are met	14.3		80.0	2.9	2.9
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs		2.9	77.1	14.3	5.7
*b. Direct an equipment/supply inventory system	5.7	22.9	68.6	2.9	
*c. Direct a maintenance/repair program for facilities	17.1	20.0	62.9		
d. Direct a maintenance/repair program for program equipment		22.9	74.3	2.9	
e. Dispose of equipment and furnishings for programs	2.9	11.4	85.7		
f. Direct procedures and practices for safety in programs	2.9	17.1	68.6	2.9	8.6
g. Analyze accidents for improvement of safety procedures	2.9	8.6	82.9	2.9	2.9
h. Direct procedures for emergencies	2.9	5.7	88.6	2.9	
i. Evaluate facility operation	2.9	2.9	85.7	8.6	
j. Prepare long-range facility plans for programs		2.9	80.0	8.6	8.6
k. Prepare long-range equipment plans for programs		2.9	85.7	2.9	8.6
l. Insure conservation of energy in facilities	5.7	2.9	91.4		
m. Secure leased and rented facilities	5.7	2.9	91.4		
n. Recommend changes in facility policies		2.9	94.3	2.9	
Program Planning, Development, & Evaluation					
1. Vocational program planning, to include:					
a. Direct business/industry needs assessments for programs		20.0	20.0	45.7	14.3
b. Direct student interest assessments for programs		22.9	60.0	11.4	5.7
c. Evaluate local, state, and national manpower needs data		2.9	65.7	20.0	11.4
d. Direct use of occupational task analysis studies		17.1	68.6	8.6	5.7
e. Use community business/industry persons in planning		2.9	62.9	11.4	22.9
f. Use state office personnel in planning			45.7	14.3	40.0
2. Vocational program development, to include:					
a. Direct identification of job entry tasks		65.7	31.4		2.9
b. Direct curriculum design		48.6	17.1	20.0	14.3
c. Direct selection of instructional materials		91.4	8.6		
d. Determine program equipment/furnishing needs		77.1	22.9		
e. Determine program facility needs		11.4	85.7	2.9	
f. Insure application of all regulations to program design		2.9	42.9	40.0	14.3
g. Insure application of other legislative rules (CETA, etc.)		2.9	45.7	31.4	20.0
h. Utilize state office and other personnel in program design		5.7	71.4	14.3	8.6
i. Direct program procedures and practices		31.4	51.4	2.9	14.3
j. Determine student selection criteria	5.7	11.4	82.9		
k. Direct program proposals	2.9	2.9	51.4	20.0	22.9
l. Present program proposals to governing agencies		2.9	28.6	22.9	45.7
m. Locate sources of operational funding		2.9	74.3	14.3	8.6

*Minority Opinion

The local director can only assist in these tasks -- these activities are beyond his/her scope of responsibility, especially the facility maintenance/repair.

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices			28.6	20.0	51.4
b. Determine program effectiveness based on objectives			42.9	40.0	17.1
c. Direct student placement and follow up		65.7	28.6	2.9	2.9
d. Direct employer follow up		68.6	25.7	2.9	2.9
e. Utilize state office and other personnel for evaluation			82.9	11.4	5.7
f. Direct research for program revision			82.9	14.3	2.9
g. Present program revision/closure proposals			31.4	48.6	20.0
h. Recommend changes in program policies			54.3	11.4	34.3
Instructional Management					
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices	11.4	80.0	8.6		
b. Direct student records procedures	20.0	71.4	8.6		
c. Direct student rules of conduct and behavior	14.3	28.6	57.1		
d. Direct student graduation criteria	5.7	5.7	85.7		2.9
e. Insure adherence to FTE guidelines		2.9	31.4	14.3	51.4
f. Direct procedures for program accountability		2.9	34.3	20.0	42.9
g. Direct program articulation		8.6	88.6		2.9
2. Vocational program operations, to include:					
a. Direct validation of curriculum and revisions			25.7	51.4	22.9
b. Promote use of program advisory committees		2.9	11.4	31.4	54.3
c. Direct supplemental/remedial support programs	2.9	11.4	77.1		8.6
d. Direct and promote youth group/club activities	2.9	71.4	17.1	2.9	5.7
e. Direct and promote student field trips		82.9	17.1		
f. Direct and promote cooperative education programs		28.6	68.6		2.9
g. Determine maximum/minimum class enrollments		2.9	68.6	2.9	25.7
h. Direct out-of-sequence classes as needed		2.9	91.4	5.7	
i. Direct evening adult vocational education programs	2.9	22.9	45.7	5.7	22.9
j. Provide special needs for ethnic minorities		17.1	74.3	2.9	5.7
k. Provide special needs for handicapped/disadvantaged		17.1	77.1		5.7
l. Promote the elimination of sexual bias		8.6	85.7		5.7
m. Insure adherence to copyright laws	2.9	8.6	82.9	5.7	
3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives			37.1	5.7	57.1
b. Direct preparation of class schedules	2.9	22.9	62.9	2.9	8.6
c. Direct preparation of facility usage schedules	2.9	14.3	62.9	5.7	14.3
d. Direct selection of instructional materials	2.9	80.0	14.3	2.9	
e. Provide guidance in the selection of instructional strategies		11.4	88.6		
f. Direct recordkeeping procedures	11.4	8.6	77.1	2.9	
g. Visit classrooms/shops during class time	2.9	2.9	31.4	48.6	14.3
h. Serve as liaison between outside agencies and personnel			20.0	22.9	57.1
i. Recommend changes in instructional policies			34.3	20.0	45.7
Student Services					
1. Vocational student entrance, to include:					
a. Administer student recruitment	11.4	5.7	82.9		
b. Administer student selection	14.3	5.7	80.0		
2. Vocational student welfare, to include:					
a. Direct procedures to insure student safety and health	5.7	11.4	77.1	2.9	2.9
b. Direct procedures to hear student grievances	14.3		80.0	2.9	2.9

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational student exit, to include:					
a. Administer a job development program	2.9	22.9	60.0	11.4	2.9
*b. Administer a job placement program	2.9	22.9	60.0	11.4	2.9
c. Administer an exit interview for drop-outs and graduates	2.9	28.6	68.6		
d. Evaluate student services program	17.1	5.7	77.1		
e. Recommend changes in student services policies	11.4	2.9	85.7		
Personnel Management					
1. Vocational personnel management, to include:					
a. Recruit personnel			20.0	37.1	42.9
b. Select personnel			42.9	5.7	51.4
c. Induct personnel			60.0	2.9	37.1
d. Prepare personnel job descriptions/specifications			74.3	8.6	17.1
e. Interpret benefit program to personnel	25.7		62.9		11.4
f. Implement manpower studies of personnel	11.4		40.0	2.9	45.7
g. Maintain affirmative action in hiring procedures	2.9	2.9	77.1		17.1
h. Recommend personnel for employment			8.6	40.0	51.4
2. Vocational personnel services, to include:					
a. Participate in personnel grievance resolutions			91.4	5.7	2.9
b. Direct personnel in credential/certificate/license processes		2.9	5.7	40.0	51.4
c. Direct a personnel evaluation program			14.3	34.3	51.4
d. Negotiate personnel work loads			40.0	40.0	20.0
e. Negotiate personnel over-loads			28.6	48.6	22.9
f. Supervise assigned classified staff		2.9	51.3	8.6	34.3
g. Approve and schedule personnel leaves, vacations, etc.		2.9	62.9	8.6	25.7
h. Maintain a personnel record/file system	5.7		82.9	2.9	8.6
i. Recommend personnel renewals, non-renewals, etc.			22.9	51.4	25.7
j. Counsel personnel on professional matters	2.9		17.1	42.9	37.1
k. Conduct personnel meetings	2.9		14.3	31.4	51.4
l. Prepare personnel memos	2.9		17.1	25.7	54.3
m. Direct committee work		5.7	77.1	11.4	5.7
n. Provide a personnel handbook	8.6		82.9	2.9	5.7
3. Vocational personnel development, to include:					
a. Direct professional development for personnel	2.9		57.1	14.3	25.7
b. Provide personnel in-service training	2.9		74.3	14.3	8.6
c. Approve professional travel for personnel			14.3	31.4	54.3
d. Encourage personnel to join professional organizations	2.9		60.0	17.1	20.0
e. Evaluate personnel procedures and practices	8.6		37.1	28.6	25.7
f. Recommend changes in personnel policies	2.9		85.7	5.7	5.7
Community-School Relations					
1. Community relations, to include:					
a. Promote use of program advisory committees			11.4	57.1	31.4
b. Participate in program advisory committees		11.4	60.0	17.1	11.4
c. Promote the local advisory council for vocational education			25.7	14.3	60.0
d. Participate in appropriate community groups and councils			28.6	17.1	54.3
e. Interact with community service organizations			48.6	14.3	37.1
f. Direct a recognition program for students and others	5.7		85.7	5.7	2.9
g. Meet with visitors		2.9	77.1	2.9	17.1
h. Evaluate and recommend changes in community relations policies	8.6		85.7		5.7

*Minority Opinion

The local director must have strong control over this process, as it has key effects on program evaluation.

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. School relations, to include:					
a. Support cooperative relationships between all school personnel			91.4		8.6
b. Support cooperative relationships among vocational personnel			40.0	37.1	22.9
c. Participate in shared governance processes			94.3		5.7
d. Participate in school committee functions			94.3	2.9	2.9
e. Develop cooperative arrangements with kindred agencies	2.9		85.7	5.7	5.7
f. Evaluate and recommend changes in school relations policies	5.7		88.6	5.7	
3. Public relations, to include:					
a. Approve news releases about vocational matters to media		5.7	57.1	22.9	14.3
b. Direct open houses and public displays	2.9	8.6	85.7	2.9	
c. Present speeches about vocational education to groups			77.1	8.6	14.3
d. Prepare bulletins, flyers, and brochures about programs	2.9	11.4	82.9	2.9	
e. Prepare all vocational information in catalogs		5.7	94.3		
f. Visit with business and industry groups			82.9	5.7	11.4
g. Evaluate and recommend changes in public relations policies	5.7		88.6	2.9	2.9
Professional Relations					
1. Professional practices, to include:					
a. Participate in professional organizations			5.7	25.7	68.6
b. Provide input for vocational education legislation			2.9	22.9	74.3
c. Develop professional relationships with other administrators			5.7	17.1	77.1
d. Develop professional relationships with state agencies			2.9	20.0	77.1
e. Use cooperative decision-making methods			22.9	14.3	62.9
f. Plan and evaluate with objective methods			20.0	17.1	62.9
g. Represent vocational education to agencies, groups, and others			5.7	22.9	71.4
h. Maintain ethical standards			5.7	20.0	74.3
i. Maintain professional conduct and appearance			2.9	20.0	77.1
j. Identify problems, select alternatives, and make decisions			8.6	20.0	71.4
2. Professional development, to include:					
a. Implement a personal professional growth plan			5.7	17.1	77.1
b. Evaluate personal professional growth outcomes			14.3	20.0	65.7
c. Develop effective human relations skills			5.7	37.1	57.1
d. Know vocational materials, developments, and legislations			5.7	20.0	74.3
3. Professional attitude, to include:					
a. Concern with improving the conditions of life for others			8.6	45.7	45.7
b. Believe that helping others to achieve goals is important			5.7	20.0	74.3
c. Open to ideas of others			5.7	20.0	74.3
d. Involve key persons in the decision-making process			11.4	14.3	74.3
e. Will arbitrate conflict			8.6	28.6	62.9
f. Will compromise			2.9	25.7	71.4
g. Will assimilate life style into job			2.9	22.9	74.3
h. Use capabilities of others in areas of their interest		2.9	8.6	45.7	42.9
i. Use all resources to achieve objectives effectively			8.6	17.1	74.3
j. Accept accountability for vocational education			5.7	17.1	77.1